

University of Hawai'i – West O'ahu (Spring 2014)
History 487: Hawai'i During World War II (69198)
Monday, 3:30 – 6:20 pm in Room D-151

Instructor: Dr. Alan Rosenfeld

Office: D109

Office Hours: MON/WED, 11 am-12 pm; MON, 2:00-3:00 pm; and by appointment

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Course website: <https://laulima.hawaii.edu/portal/site/WOA.69198.201430>

(UH login ID and password required)



Course Description

This is an upper-division topical course open to majors and non-majors alike. Course content will focus on developments and events impacting the people of Hawai'i—especially Japanese Americans—during World War II, in addition to a close examination of the experiences of mainland soldiers and war workers as visitors to the Hawaiian Islands during this turbulent period. Owing to Hawai'i's central role in the war and the sudden intensification of American military activity, the lives of kama'aina were permanently altered, as the islands became more deeply integrated into mainstream American culture and politics.

Topics for discussion in this course include martial law, race relations, gender relations, the militarization of O'ahu, community mobilization, the internment of civilians, and the experience of Japanese American men who volunteered for the armed forces. Through a combination of lectures and class discussions, students will be introduced to the major historical problems, issues of interpretation, and historical scholarship on World War II Hawai'i, with an emphasis on developing skills in primary-source analysis and critical thinking. Students will gain a new appreciation of local history and a deeper understanding of underlying issues and long-term trends that have helped shape the community and society of these islands, as we know them today.

Note on Credit Hours and Workload

The UHWO Credit Hour Policy states that students in a traditional face-to-face course are expected to spend a minimum of two hours per week outside of the classroom completing course work *for each course credit hour*. In other words, since this is a 3-credit course, you are expected to spend six hours per week completing course work in addition to the three hours of time in the classroom, for a total of nine hours per week. The six hours outside of class should be used to complete assigned readings and response papers, review lecture notes, prepare to lead a group discussion, and study for quizzes, in-class essays, and the final exam.

Required Readings

Texts for the course are as follows, and are available at the UH West O'ahu Bookstore. They can also be purchased cheaply through any of the major online vendors (amazon.com, bn.com, bookfinder.com, half.com, etc.), especially if you are willing to settle for used books. Finally, *Talking Hawai'i's Story*, *No Sword to Bury*, and *Life Behind Barbed Wire* are all available for free to UHWO students in electronic format via ebrary, which is accessible through the UH Voyager Catalog or the OneSearch tool.

- Bailey, Beth and David Farber. *The First Strange Place: Race and Sex in World War II Hawaii*. Baltimore: Johns Hopkins University Press, 1994.
- Kodama-Nishimoto, Michiko, Warren Nishimoto, and Cynthia Oshiro, eds. *Talking Hawai'i's Story: Oral Histories of an Island People*. Honolulu: University of Hawaii Press, 2009.
- Odo, Franklin. *No Sword to Bury: Japanese Americans in Hawaii during World War II*. Philadelphia: Temple University Press, 2004.
- Soga, Yasutaro. *Life Behind Barbed Wire: Internment Memoirs of a Hawaii Issei*. Honolulu: University of Hawaii Press, 2008.

The following **journal articles**, which are also **required reading**, are available in pdf format on our Laulima website:

- Benham, Maenette Kape'ahiokalni Padkeen. "The Voice'less' Hawaiian: An Analysis of Educational Policy Making, 1820-1960. *The Hawaiian Journal of History* 32 (1998): 121-140.
- Chernin, Ted. "My Experiences in the Honolulu Chinatown Red-Light District." *The Hawaiian Journal of History* 34 (2000): 203-217.
- Greer, Richard. "Dousing Honolulu's Red Lights." *The Hawaiian Journal of History* 34 (2000): 185-202.
- McGregor, Davianna Pomaika'i. "'Aina Ho'opulapula: Hawaiian Homesteading." *The Hawaiian Journal of History* 24 (1990): 1-38.
- Rosenfeld, Alan. "Neither Aliens Nor Enemies: The Hearings of 'German' and 'Italian' Internees in Wartime Hawai'i. *Social Process in Hawai'i* (2014).
- Rosenfeld, Alan. "'An Everlasting Scar': Civilian Internment on Wartime Kaua'i," *The Hawaiian Journal of History* 45 (2011): 123-145.

- Tope, Jennifer Day. "Fighting the Second World War in Paradise with a Bat and Glove: Major League Baseball Comes to Hawai'i." *The Hawaiian Journal of History* 42 (2008): 265-276.

Course Reader

There will also be a set of **required** readings, in the form of **primary source documents**, provided by your instructor and available as a single PDF file on Lulima. These documents will be brief and will not total more than forty pages. We will examine some of these documents together during class time but others will be assigned for you to read outside of class. Be sure to bring either a paper or electronic copy of the Course Reader to every class meeting.

Student Learning Outcomes

By the end of this course, you should be able to:

- SLO1: Write, document, and support a historical argument regarding particular aspects of the history of wartime Hawai'i in a brief essay, presenting sound evidence in an orderly and logical chain of reasoning [CLO-1, DLO-4, ILO-1]
- SLO2: Lead a well-organized and competent group discussion on a facet of wartime Hawaiian society and culture. [CLO-2, DLO-5, ILO-1]
- SLO 3: Critically analyze historical developments in Hawai'i from the 1920s to the 1950s [CLO-3, DLO-6, ILO-3]
- SLO 4: Make clear historical arguments concerning Hawaiian society during World War II and develop them using recognized historical methods [CLO-4, DLO-3, ILO-4]
- SLO 5: Use a variety of texts and primary-source documents to analyze events, issues, and developments in twentieth-century Hawai'i from a variety of cultural perspectives [CLO5, DLO-1 and 2, ILO-2]

Course Requirements and Grading Criteria

Assignment	Value	SLO
Response Papers (4x)*	20%	SLO 1,3,4
Attendance and Participation	20%	---
In-Class Essays (3x)*	20%	SLO 3,4
Leading Group Discussion^	5%	SLO 2
Pop quizzes (4x)+	5%	SLO 3
Participation in field trip	5%	---
Final Exam	25%	SLO 3,4,5
TOTAL	100%	

*Although there are four typed response papers, only your best three will count towards your final grade. Similarly, only your best two ICEs will count towards your final grade.

^Instructions and a grading rubric will be provided.

+These are "surprise" (short) multiple-choice quizzes based on lectures and readings.

Grading Scale

93 – 100% = A	80 – 82% = B-	67 – 69% = D+
90 – 92% = A-	77 – 79% = C+	63 – 66% = D
87 – 89% = B+	73 – 76% = C	60 – 62% = D-
83 – 86% = B	70 – 72% = C-	59% and below = F

Response Papers

Typed response papers are assigned and graded to ensure that everyone comes to class having done some critical thought on the readings. You must submit four 500-word response papers in total, once every three-to-four weeks through the semester. There is a different assigned response question each week, and the sets of questions will be posted on Laulima. Each question asks you to respond to the readings for *that week only*. You therefore have multiple chances to complete each of the response papers. (Check the response paper assignment sheets for exact due dates.) Although you should submit four response papers, only the best three will count towards your final grade. In other words, if you complete all four response papers, I will drop your lowest grade. Late papers will not be accepted since (a) you have multiple opportunities to complete each paper and (b) I am only counting your best three. You are strongly encouraged to complete these assignments a week or two before the last deadline of each cycle. (*Note: since this class only meets on Mondays, there is no paper for week 1.*) Here are some guidelines for the organization of your response paper.

- Use the assigned question to analyze portions of the assigned text(s). Do not merely summarize the text or – even worse – fail to address the assigned readings altogether.
- Try to make connections between the assigned readings, lectures, and other course materials – show me that you are critically thinking about the ideas.
- Organize each paragraph around an arguable claim in the form of a topic sentence. A topic sentence should typically come at the start of a paragraph.
- Support your claims with specific examples and evidence from the text. Explain clearly how each piece of evidence supports the claim.
- Cite your sources, even if you do not quote an author word-for-word. You may use simple in-text parenthetical format, like this (Odo, 213).
- Proofread for grammar, spelling, and punctuation errors.

In-Class Essays (ICEs)

There is no midterm exam in this course. In lieu of a midterm, this course requires three in-class essays, on the dates listed on the syllabus. You will be given twenty minutes to complete each assignment. These writing assignments will focus on a combination of lectures, readings, and in-class materials. You will be able to access the possible essay questions via Laulima four days before the scheduled essay (i.e. by Thursday of the prior week.) Each ICE will be given at the start of class and will cover materials and lectures from recent weeks. On the day of the in-class essay, the question will be chosen by the draw of a card, so you will not be able to choose the question you wish to answer. Only the best two of your three in-class essays (ICEs) will count towards your course grade. If you complete all three assignments, your lowest grade will be dropped. This system is meant to reward improvement in writing and argumentation over the term. Make-up in-class essays will not be granted, since only your lowest score is already being dropped.

Field Trip

Note: This course includes a class field trip to the World War II Valor in the Pacific National Historic Monument at Pearl Harbor, most likely on a Friday morning. Since our class only meets once a week and we are losing two class meetings due to holidays, we are already short the equivalent of four class sessions. Therefore, requiring a single field trip is not excessive. If you expect to have a class or work conflict, please speak to me as soon as possible. You will be able to make up missed field trips on your own time, but you will have to provide evidence of your visit and complete a short writing assignment.

Class Schedule

Students are expected to read all assigned readings before class begins. Be sure to check our course website on Laulima regularly for postings, updates, and announcements. Please note that you only need to submit ONE response paper for each for each course segment. You should be prepared to discuss the weekly readings when you come to class on Monday. That means that you need to start the Week 2 readings during Week 1.



Date	Lesson Plan	Completed by Monday's class
Week 1 Monday, January 13	Course Overview Week 1: Hawaiians in Hawai'i - Library orientation Film: <i>Waikiki Wedding</i> (1937)	- Bring a copy of the syllabus to class with you.
Week 2 January 20	Week 2: <i>No Class – MLK Day!</i>	- read Benham, "The 'Voice'less Hawaiian" (Laulima) - read McGregor, "Hawaiian Homesteading" (Laulima) - read Fuentevilla, "Hanai Granddaughter," in <i>THS</i> , 50-59 - read Kaawakauo, "Waikiki," in <i>Talking Hawai'i's Story</i> (hereafter referred to as <i>THS</i>), 138-147
Week 3 Monday, January 27	Week 3: Hawai'i's Plantation Society Activity: primary-source analysis	- read Odo, <i>No Sword to Bury</i> , introduction and ch. 1 - read Baysa, "Hawaiiano", in <i>THS</i> , 1-9 - read Malterre, "Sugar Plantation Memories," in <i>THS</i> , 191-200
Week 4 Monday, February 3	Week 4: The Japanese in Hawai'i Film: <i>The First Battle: The Battle for Equality in War-time Hawai'i</i> (2006) Activity: dollar value	- read Odo, <i>No Sword to Bury</i> , ch. 2 and 3 - read Hasegawa, "Unity of the Family," in <i>THS</i> , 88-105 - read Kusunoki, "Fond Memories," in <i>THS</i> , 164-173 - Last day to submit response paper #1
Week 5 Monday, February 10	Week 5: The Path to War - Group Discussion A Film: <i>Tora, Tora, Tora!</i> (1970)	- read Soga, <i>Life Behind Barbed Wire</i> , introduction, ch. 1 and 2 - read Uyeda, "The Store," in <i>THS</i> , 280-294
Week 6 February 17-21	Week 6: <i>No Class – Presidents' Day!</i>	- read Odo, <i>No Sword to Bury</i> , ch. 4 and ch. 5
Week 7 Monday, February 24	Week 7: Martial Law - ICE #1 Film: <i>When Fear Reigned: Hawai'i Under Martial Law</i>	- read Odo, <i>No Sword to Bury</i> , ch. 6 - read Sayama, "Civilian in Wartime Hawai'i," in <i>THS</i> , 257-270 - read Burgess and Cameron, "A Family Tradition," in <i>THS</i>
Week 8 Monday, March 3	Week 8: Community Mobilization - Group Discussion B	- read Odo, <i>No Sword to Bury</i> , ch. 7 - read Chun, "Palama to Pearl Harbor," in <i>THS</i> , 20-34 - Last day to submit response paper #2
Week 9 Monday, March 10	Week 9: Labor Issues - Group Discussion C	- read <i>The First Strange Place</i> , prologue, introduction, ch. 1 and 2 - read Lowrey, "Building a Better Hawai'i," in <i>THS</i> , 174-190
Week 10 Monday,	Week 10: Mainland Soldiers in Hawai'i	- read <i>The First Strange Place</i> , ch. 3 - read Chernin, "Honolulu Chinatown"

March 17	- ICE #2 Film: <i>The XY Factor: Sex in World War II – The Pacific Front</i>	- read Greer, "Dousing Honolulu's Red Lights" - read Tope, "Major League Baseball Comes to Hawai'i" - read Yonenaka, "Recollections," in <i>THS</i> , 295-305
	SPRING BREAK (March 24-28)!	
Week 11 Monday, March 31	Week 11: Race Relations - Group Discussion D	- read <i>The First Strange Place</i> , ch. 4 and 5 - read Golden, "Like Going to Heaven," in <i>THS</i> , 60-68 - read In, "A Basic Personality," in <i>THS</i> , 116-128 - Last day to submit response paper #3
Week 12 Monday, April 7	Week 12: The Neighbor Islands Film: <i>The Untold Story: Internment of Japanese Americans in Hawai'i</i> (2013)	read Soga, <i>Life Behind Barbed Wire</i> , ch. 6 (only 124-177) - read <i>The First Strange Place</i> , 167-215 - read Rosenfeld, "Everlasting Scar" (Laulima) - read Kahele, "The Sharecropper," in <i>THS</i> , 148-153 - read Ruiz, "Always a Rebel," in <i>THS</i> , 239-247 - Last chance to submit response paper #3
Week 13 Monday, April 14	Week 13: Internment - ICE #3 - Group Discussion E	- read Soga, <i>Life behind Barbed Wire</i> , ch. 6 (174-210) and ch. 7 - read Rosenfeld, "Neither Aliens Nor Enemies" (Laulima) read Preis, "Interned," in <i>THS</i> , 230-238
Week 14 Monday, April 21	Week 14: The Men of the 100th/442nd Film: <i>442: Live with Honor, Die with Dignity</i> (2010)	- read Odo, <i>No Sword to Bury</i> , ch. 8
Week 15 Monday, April 28	Week 15: Postwar Hawai'i Film: <i>From Here to Eternity</i> (1953)	- read Odo, <i>No Sword to Bury</i> , ch. 9 and conclusion - read Guiala, "Classroom to Pineapple Field," 80-87 - Last day to submit response paper #4

Final Exam: Monday, May 5, 5:00 – 7:00 pm

Participation and attendance

A major part of your grade will consist of course attendance and participation. I will take attendance and those of you with three or more unexcused absences will have their grades significantly reduced.

- **A:** Always participates in class, and comes with an excellent grasp of the readings. Careful to let others speak, and respects their opinions. Shows active engagement with the class readings, and helps serve as a “spark” in the class.
- **B:** Attends class regularly and participates. Shows competencies in the readings.
- **C:** Misses some classes; participates satisfactorily with some attention to the assigned readings.
- **D:** Misses more than a quarter of the classes or does not participate in discussions. Shows little evidence of completing the assigned readings. Can also be disruptive in class.
- **F:** Misses more than forty percent of class meetings or does not participate in discussions and activities. Is disruptive in class or disrespects classmates and/or instructor.



Policies, Responsibilities, and Expectations

Violating the course expectations will hurt your overall grade

1. You should always treat your fellow classmates (as well as your instructor) with **courtesy and respect**, and you should appreciate differences of opinion. Bullying or discrimination based on race, ethnicity, gender, religious beliefs, sexual preference, age, or any other factor is not permitted in our classroom.
2. UH West O`ahu students are expected to devote **nine hours per week** to each course. Since our class meets for less than three hours per week, you should be spending at least six hours per week outside of the classroom working on course readings and assignments.
3. You are expected to abide by the university's policy on **academic honesty**, including the university's policy on plagiarism. You must cite your sources consistently—not just when you quote an author directly. When composing written assignments, do not simply cut and paste materials from the Internet.

Trying to pass off someone else's work as your own is the most severe form of plagiarism.

4. Be sure to bring copies of weekly assigned documents and readings to class meetings on Monday.
5. Turn off your **cell phones** and blackberries when you enter the classroom. (Yes, turn them off. Setting them to "vibrate" mode is not going to cut it.) Cell phone use during class time is not permitted. That includes sending and receiving text messages. If you have an emergency and expect to receive a text or call during class, you must get my permission before class starts. Laptops may only be used to follow and record course content. You will be provided a 10-minute break during lectures to check your cell phone or text messages and to use the restroom. Do not do homework for other courses during our class time.
6. Be seated and prepared to begin class at **3:30 pm sharp**. Tell me before class if you need to leave early and try not to disturb the class if you arrive late.
7. By enrolling in this course, you agree to complete an **eCafe** course evaluation before the close of the term. Your instructor will not be able to access the results of these evaluations until course grades have been submitted.
8. If you have personal issues you need to discuss, you are always welcome (and encouraged) to visit me during my scheduled office hours. If you have a scheduling conflict, I will do my best to arrange a separate meeting with you. Please do not wait until the course is over to inform me of a significant problem.
9. You are welcome to **email** me at alan3@hawaii.edu whenever you have a question or concern. However, please allow at least a 24-hour window for a response. I will usually reply to emails sooner than this, but I am not wired into my router 24 hours a day, especially at nights or on the weekend. (Do not email me at noreply@laulima.hawaii.edu. Your email will be sent to a message center and may never reach me.)
10. This course will make regular use of **Laulima** for postings, announcements, and course content. It is your responsibility to make sure that your Laulima account is active and to visit our Laulima course website *regularly*.
11. UH West O'ahu is committed to providing students with disabilities **equal access** to courses, programs, facilities, and activities. If you have a disability or a condition that requires special accommodations, please inform the Student Services Office (689-2800) immediately. You are also encouraged to consult me at the start of the term so that I can assist you.
12. I reserve the right to change readings, assignments, and course content, but I will be sure to notify the class in a timely manner.

Special Note: If you have heavy work/family responsibilities that affect your participation in this course, please meet privately with me or email me to discuss your needs. I will make reasonable efforts to accommodate you. However, do keep in mind that I cannot reduce the class workload just for you alone.

Plagiarism

As this is a History course, you are expected to cite your sources carefully. In your response papers, you should do this simply by providing in-parenthetical references with the author's name and page number, like this (Odo, 72). Your grade will suffer if you do not cite your sources. You are responsible for knowing the University of Hawai'i policy on academic dishonesty. Here's an excerpt from the university web page on student conduct (<http://www.uhwo.hawaii.edu/policies>):

"Cheating includes, but is not limited to, giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; using inappropriate or unallowable sources of information during an examination; falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting the facts in order to obtain exemptions from course requirements."

"Plagiarism includes, but is not limited to, submitting in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that portion to the individual; neglecting to identify as a quotation, another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved."

- You may receive an automatic "F" for this class and you will be reported to the university should you choose to submit plagiarized work.

UH West O'ahu has a license agreement with iParadigms, LLC for the use of their plagiarism prevention and detection service popularly known as Turnitin. **All students agree to submit their paper(s) to www.turnitin.com if and when instructed to do so.** By taking a course where Turnitin is used, you agree that your assigned work may be submitted to and screened by Turnitin. Turnitin rates work on originality based on exhaustive searches of billions of pages from both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals. Turnitin does not make a determination if plagiarism has taken place. It makes an assessment of the submission's originality and reports that to the course instructor. These Originality Reports are tools to help your teacher locate potential sources of plagiarism in submitted papers. All papers submitted to Turnitin become part of Turnitin's reference database solely for the purpose of detecting plagiarism. Use of Turnitin is subject to the Usage Policy as posted on the Turnitin.com website.