Tourism, Imperialism, and Culture: Hawai‘i in the American Imagination
Capstone Course

Professor Oda
Office Hours: Tuesdays, 2-4 or by appointment, MSS 211
mereditho@unr.edu / (775) 784-6124

Course Description
This class will look at the interrelated topics of tourism, imperialism, and culture in the case study of Hawai‘i. Hawai‘i has long been considered a pleasant tourist destination of beaches, tropical landscapes, friendly “natives,” and “aloha.” This popular view has both enabled and obscured the complex power dynamics that have characterized the relationship between Hawai‘i and the United States. This course will explore those views and their role in shaping Hawai‘i. What have been the popular representations of Hawai‘i in the United States and how did that capture the imagination of potential visitors? How did tourism help to further American control over the independent Kingdom, territory, and state of Hawai‘i? And what does that tell us about American nation-building, politics, culture, and empire? To respond to these questions, we will focus our attention on learning how to ask questions and to read, analyze, and interpret various types of texts as interdisciplinary scholars.

Core Objectives
This course satisfies Core Objective 13:

CO13. Integration & Synthesis
Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues.

This course integrates Core Objectives 1, 3, 10, and 11 of the Silver Core Curriculum:

CO1. Effective Composition and Communication
Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

CO3. Critical Analysis and Use of Information
Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

CO10. Diversity & Equity
Students will develop a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate attentiveness to and analysis of diversity and equity.

CO11. Global Contexts
Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate
connections among local, national, and international contexts and evaluate the ways that
historical and contemporary global influences affect their current situations.

Skills-Based Curriculum

The history program at UNR helps students to develop proficiency in broadly applicable skills
while mastering specific subject areas. In addition to learning about the global intersections
shaping tourism, culture, and imperialism, students will be able to practice and improve the
following skills in this course:

- critical thinking (through reading and analyzing written documents and cultural sources,
  formulating arguments supported by historical evidence, and organizing information in a
  clear and logical manner)
- historical research (through finding information about historical topics in the final
  research project)
- written communication (through short writing assignments and a research project)
- primary source analysis (through reading and identifying the key points, meaning, and
  significance in contemporary documents and cultural artifacts)
- secondary source analysis (through reading and identifying the key points, meaning, and
  significance of arguments and ideas presented in scholarship)
- cultural text analysis (through thinking about the significance of cultural texts such as
  news reports, magazine articles, music, and films and placing them in historical context)
- oral expression (through small group activities, whole class discussions, and formal
  presentations)

Student Learning Outcomes

Students who have successfully completed this course will be able to:
1. articulate and evaluate connections between local tourist sites, American, and international
   contexts (CO11, CO13)
2. articulate an awareness of how imperialism and tourism relates to race, gender, sexual
   identity, and national origin (CO10, CO13)
3. demonstrate inclusion and understanding of the interplay among different disciplinary fields
   relevant to imperialism, tourism, and culture (CO13)
4. make connections between and apply theories from previous coursework and/or other
   disciplines to the study of tourism, imperialism, and culture (CO13)
5. demonstrate knowledge of the history, customs, worldviews, and other cultural markers at
   locations of tourism and their complex relationship with imperialism (CO10, CO11, CO13)
6. demonstrate mastery of the analysis and interpretation of primary sources in different forms,
   including documents, film, popular media, photographs, and autobiography (CO3)
7. demonstrate mastery of critical reading, understanding, synthesis, and analysis of secondary
   sources for the argument, main points, and use of evidence (CO3, CO13)
8. formulate interpretations and arguments, support them with evidence, and present them
   clearly and persuasively in both written and oral expression (CO1, CO3, CO13)
Class procedures
This class will be a combination of discussion, lecture, and group activities. Your contributions are therefore critical to the class. In order for you to properly contribute, you’ll need to carefully read all of the assigned readings before the class they will be discussed. All assignments are due at the beginning of class on their due date. Please bring the day’s readings with you to class.

Assignments and Course Policies
Full Attendance and Spirited Participation 20%
Spirited participation comprises more than simply being present in class. This is particularly crucial for seminar-style courses, where learning takes place through collective discussion and debate. Students are expected to come to class having read the assigned material and prepared to engage actively and thoughtfully in the day’s discussion. Missing class sessions without a valid and documented reason or chronic tardiness will affect your grade negatively.

Discussion Board Posts (20%)
100-150 words on class Webcampus site. You will be responsible for one response each week except in weeks with an essay due. You can choose to respond to the readings of either day but the post is due by midnight the night before the reading is due for class. You will be assessed for the development and articulation of ideas in response to the readings; these should be clearly written and edited for grammatical errors but do not have to follow a formal essay format. Each post will be graded out of a possible 5 points. More information on Webcampus.

Short Essays (30%): 9/18, 10/9, 11/6
Instead of exams, there will be three 3-4 page essays due throughout the semester at the conclusion of the first three thematic sections. These are meant to give you the opportunity to synthesize for yourself the section’s ideas and issues as well as give you the opportunity to demonstrate your own interpretation of the readings. As formal essays, you should make an original argument supported by evidence from at least three of the section’s readings.

Final project (20%): Due at the final class meeting, 12/16
Proposal (5%): Due Wed., 10/16
Presentation (5%): Due Mon., 12/12
The final project can be a creative project or a research essay related to the theme of the course. Either option should be based on original research utilizing both primary and secondary sources. If you choose to do a creative project (website, meal, lesson plan, film, etc.), you will also be responsible for a 5-6-page paper explaining the project’s ideas and background research. The research paper will be 8-10 pages. A rough draft for either is due 11/20 for in-class peer review.

Grading Criteria
The Plus/Minus system of grading applies in this course.

93-100 A  80-82 B-  67-69 D+
92-90 A-  77-79 C+  63-66 D
87-89 B+  73-76 C  62-60 D-
Late papers will be accepted with a 1/3 of a grade deduction for each day it is late (an A will go
down to an A-, a B+ to a B, etc.). The best way to avoid this is to plan ahead: if you have other
significant commitments (for example, a midterm scheduled the same day) that will not allow
you turn in your best work, talk to me ahead of time to set an alternate deadline for the essay. If
you miss the agreed-upon deadline, the grade deduction will apply. In general, if an unexpected
emergency arises that causes you to miss classes or a deadline, let me know as soon as possible.

**Essay Quality Guidelines**

**A** is an exceptional grade reserved for work of exceptional quality. This grade is for essays
that have all the qualities of the B essay, and in addition are well written and display analytical
skills and/or originality. The last two criteria are extremely important. A essays do not merely
summarize material from the readings or lectures. In addition, ideas must be expressed clearly,
no matter how insightful or interesting they are.

**B** denotes work that is above average in quality. It demonstrates that the student knows and
understands the material covered in class and being analyzed, and that s/he is capable of
synthesizing it into a competent essay. It is accurate, detailed, and well organized, with an
introduction, an argument, and a conclusion. Usually, either writing problems or a lack of
analysis is what prevents a B essay from being an A.

**C** is given for work that is average. The student shows familiarity with the material,
answers the central questions posed, and is mostly accurate, but lacks the sophistication of either
the B or A student. The C essay might make general points but fail to support them with specific
evidence or details, or it might have problems with organization or writing style. Sometimes a C
essay is merely a collection of facts, with no coherent theme or thesis.

**D** is given for work that is inadequate. It omits important points, contains more than a few
inaccuracies, and is badly organized. It is does not answer the central questions posed in the
assignment. It suggests one of three things: 1) the student has barely been paying attention to the
course, 2) s/he has problems understanding the material, 3) s/he has problems expressing ideas in
writing. If you think you have been trying hard and receive a D grade for a writing assignment,
please come and discuss it with me.

**Statement on Academic Dishonesty**

“Cheating, plagiarism or otherwise obtaining grades under false pretenses” constitute academic
dishonesty according to the code of this university. Academic dishonesty will not be tolerated
and penalties can include canceling a student’s enrollment without a grade, giving an F for the
course or for the assignment. For more details, see the [UNR General Catalog](http://example.com).

**Statement on Disability Services**

Any student with a disability needing academic adjustments or accommodations is requested to
speak with me or the Disability Resource Center (Thompson Building Suite 101) as soon as
possible to arrange for appropriate accommodations.

**The Department of History Writing Center**

The History Writing Center helps students address all issues related to historical writing. Hours
and contact information will be posted on Webcampus when they become available.
Statement on Audio and Video Recording
Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.
Course Schedule
The instructor reserves the right to make any necessary changes to the schedule over the course of the semester. Readings can be found on Webcampus except where noted.

Introduction

Week 1
Mon., 8/26: Introduction to the class

Wed., 8/28: Culture in the Development of Tourism and Empire

Early Encounters, Foundational Perspectives

Week 2: Encounters and Perceptions
Mon., 9/2: Labor Day (no class)

Wed., 9/4: Ships, Sailors, Sex, & Supplies – The Kānaka Maoli meet Europeans & Americans

Week 3
Mon., 9/9: The Missionary View of Hawai‘i
- Hiram Bingham, A Residence of Twenty-One Years in the Sandwich Islands (Hartford: Hezekiah Huntington, 1849), selections.

Wed., 9/11: 19th C. Travelogues
- Isabella Bird, Six Months in the Sandwich Islands (Honolulu: University of Hawai‘i Press, 1966), selections.

Sovereign Kingdom or American Possession

Week 4: Early American Expansion into the Pacific
Mon., 9/16: Economic Development or Colonization? Hawai‘i in the Global Economy
Wed., 9/18: Rising American Domination
- Gary Okihiro, “Tropical Plantation,” in *Pineapple Culture.*
* Essay 1 due

**Week 5: Annexation or Not?**

Mon., 9/23: Culture as Resistance

-Alfred Thayer Mahan, “Hawai‘i and Our Future Sea-Power” (1893)
- Grover Cleveland, “Message About Hawai‘i” (1893)
- Liliuokalani to Benjamin Harrison (1893)
- John W. Foster, “The Annexation of Hawai‘i” (1897)
- Liliuokalani to William McKinley (1897)
- Anti-Annexation Petitions (1897) – Examine at least one or two of petitions listed on the University of Hawai‘i at Mānoa Special Collections “Annexation of Hawai‘i” website:
  * http://libweb.hawaii.edu/digicoll/annexation/petition.html

Week 6: The Culture of Imperialism

Mon., 9/30: Owning and Understanding Hawai‘i

Wed., 10/2: Forgetting Colonization
- José de Olivares, *Our Islands and Their People As Seen with Camera and Pencil* (St. Louis: ND Publishing Co., 1899), selections.

*Racial Paradise/Racial Problem*

Week 7: Sugar, Labor, and Migration

Mon., 10/7: Sugar, Labor, and Migration

Wed., 10/9: Guest lecture: Dr. Linda Curcio, Puerto Ricans in Hawai‘i
*Essay 2 due*
Week 8: The Thalia Massie Case
Mon. 10/14: The National Scandal
- newspaper articles covering the case.

Wed., 10/16: Proposal Workshop
* Final project proposal due

Week 9: The Hawai‘i Exception?
Mon., 11/21: Race-Mixing

Wed., 11/23: Asian Immigrants or Colonists?

Week 10: Defining Native Hawaiian
Mon., 10/28: “Inevitably Disappearing Natives”

Wed., 10/30: Racial Definitions and Their Consequences

* Foreigners or Just Like Us?

Week 11: Building a Tourist Industry
Mon., 11/4: Picturing Hawai‘i

Wed., 11/6: The Expansion of the Industry
* Essay 3 due
Week 12: Americans And Foreigners
Mon. 11/11: Veteran’s Day (no class)

Wed., 11/13: The Statehood Debates

Week 13: Postwar Hawai‘i and the Attraction of the Foreign/Familiar
Mon., 11/18: Hawai‘i in the Postwar Popular Culture *Class location TBA, 6 pm
-Norman Taurog, Blue Hawai‘i (1961) [in class film]
Wed., 11/20: Rough draft workshop

Wed., 11/20: Rough-draft workshop
* Bring in a copy of your rough draft for the peer-review workshop

Week 14: Hawai‘i Residents Respond to Tourism
Mon., 11/25: The View from the Other Side of the Counter
-“The Slipper Shop,” Romanzo Adams Social Research Laboratory Student Papers Collections, Archives & Manuscripts Department, University of Hawai‘i at Mānoa Library (hereinafter RASLSP).
-“Waikiki,” RASLSP.

Wed, 11/27: Hawaiian Nationalism
http://www.nativevillage.org/Messages%20from%20the%20People/Hawaii%20Announces%20Secession.htm

Week 15
Mon. 12/2: Student presentations

Wed., 12/4: Student presentations

Week 16
Mon., 12/9: Conclusion

Mon., 12/16: Final class meeting, 2:45-4:45
*Final projects due
HIST 603A

Meetings
Graduate students will have an additional 4 meetings throughout the semester; we will meet during Week 1 to schedule dates for these meetings.


Meeting 3: Discuss imperialism historiographies.

Meeting 4: Discuss individual historiographies.

Assignments
As graduate students, you will not be responsible for the writing assigned to undergraduates. Instead, you will be responsible for two 8-10 page historiographical papers, due Week 10 and the final class meeting. The first will be a broad review of the literature on American imperialism, in order to situate Hawai‘i in the broader American empire. For the second, you will choose a question, theme, or topic related to the class to explore in greater depth. The objective of both essays is for you to explore and synthesize related literature with depth and understanding beyond the materials shared with the undergraduate students. You will be assessed by your ability to identify and articulate each book’s argument, use of evidence, and relationship to the broader literature.

Class-Teaching Day
Students will also be responsible for the class discussion for one class period. Date and topic will be decided in consultation with the instructor, and we will meet individually to go over your lesson plan before your class. You will be assessed on your ability to formulate class objectives and to construct lecture and discussion plans to achieve those objectives.