HISTORY 284(WI): HISTORY OF HAWAI`I  
3 CREDITS

INSTRUCTOR: Paul Field  
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EFFECTIVE DATE: Fall 2011

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai`i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O`ahu’s Ko`olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment inspiring students to excellence.

CATALOG DESCRIPTION

History 284 is a general study of the social, political and economic development of Hawai`i from the ancient Hawaiians to the present. This course satisfies the Humanities Diversification requirement for the AA Degree at Windward Community College (WCC:DH). It also is a required course for the Academic Subject Certificate (ASC) in Hawaiian Studies with a History/Culture Area of Emphasis and may be used as an elective for the ASC in Hawaiian Studies. This section of History 284 is writing intensive and satisfies the WI requirement for an AA Degree at WCC and the BA Degree at UH Manoa.

STUDENT LEARNING OUTCOMES

1) Describe, analyze and interpret the major themes in the history of Hawai`i from the pre-contact period to the present.  
2) Critically analyze primary sources.  
3) Identify important individuals and events in the history of Hawai`i.  
4) Make connections between contemporary events and Hawai`i’s history.

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale `Akoakoa 213 for more information.
The Windward Community College Catalogue course description for History 284, The History of Hawai`i, states that it is "A general study of the social, political and economic development of Hawai`i from the ancient Hawaiians to the present." This description provides freedom but no focus. I have decided on four themes to provide coherence in the attempt to understand the history of these islands. We will look at the relationship between Hawai`i's natural environment and historical events. We will examine attitudes toward the land and the role land played in Hawai`i's history. We will observe the transformation of traditional Hawaiian society into a multi-ethnic society. We will deal with sovereignty in its historical and present aspects.

The course will be divided into three parts. The first section entitled Hawaiian Metaphors will deal with pre-contact and early post-contact Hawaiian culture and society and the arrival of the first Europeans. It will end with the death of Kamehameha I. This is a time when Hawaiians interpreted the world in their own way and controlled their own fate. The second part of the course, Hawaiian Metaphors Under Attack will cover events from the abolition of the kapu system to the overthrow of Queen Liliu`okalani. During this time the traditional metaphors were eliminated or transformed as Hawaiians and non-Hawaiians struggled to determine the shape of Hawai`i's future. The final section, A Different World follows the history of Hawai`i from annexation to the present - a time when the traditional Hawaiian metaphors vanished and western ideas and non-native peoples predominated.

This is a survey course. It will not be possible to explore any topic in detail. Rather, the course will provide you with an outline of Hawai`i's history and an understanding of the process of historical change. Then you will be able to fill in the details and interpret them on your own.

COURSE ASSESSMENT TASKS

**Exams:** There will be three exams which will cover all reading assignments as well as materials presented in class up to the time of the exam. The exams are not cumulative, but you may have to draw on previous material to fully answer the questions. The format will be a combination of essay and short answer questions. You will receive study guides before the exams to help focus your preparation. Make up exams will be given only in cases of valid emergency.

**Think and Write Assignments:** These four short written assignments will be the focus of class discussion on the day they are due. Three of these will involve library research. Since these are class activities no late papers will be accepted.

**Malo and Fornander Questions:** I have prepared a series of short questions dealing with the assigned sections from the works of David Malo and Abraham Fornander. These will be due in class on the day the reading is assigned.
**Biography and Oral Report on an Ali`i Nui:** Each of you will do a four to five page biography of one of the ali`i nui from a list I will provide. These will be due at various times during the second third of the semester. You will also give a short oral presentation on your ali`i. Depending on the number of students in the class more than one student will probably be researching the same ali`i so you will have to work together on the oral report.

**Attendance and Participation:** Attendance will be taken at every class and will be used to determine attendance and participation points. If you do not attend you cannot participate.

**COURSE ASSESSMENT TASKS AND GRADING**

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>3 x 100 = 300</td>
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<tr>
<td>Think and Write</td>
<td>4 x 20 = 80</td>
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<tr>
<td>Malo/Fornander Questions</td>
<td>50</td>
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<tr>
<td>Biography of an Ali`i Nui</td>
<td>75</td>
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<tr>
<td>Oral Report on Biography</td>
<td>25</td>
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<tr>
<td>Attendance and Participation</td>
<td>20</td>
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<tr>
<td>Total</td>
<td>550</td>
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**Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent achievement</td>
<td>495 - 550</td>
</tr>
<tr>
<td>B</td>
<td>Above average achievement</td>
<td>440 - 494</td>
</tr>
<tr>
<td>C</td>
<td>Average achievement</td>
<td>385 - 339</td>
</tr>
<tr>
<td>D</td>
<td>Minimal passing achievement</td>
<td>330 - 384</td>
</tr>
<tr>
<td>F</td>
<td>Less than minimal passing achievement</td>
<td>Below 330</td>
</tr>
</tbody>
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**N**

The “N” grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies.
LEARNING RESOURCES

Books for the Course:

Dawes, Gavan.  Shoal of Time.  
Honolulu: University of Hawaii Press, 1968

Fornander, Abraham.  Ancient History of the Hawaiian People to the Times of Kamehameha I.  

Malo, David.  Hawaiian Antiquities.  
Honolulu: Bishop Museum Press, 1951

TOWARDS A SUCCESSFUL SEMESTER

Learning about Hawai`i’s past should be both fun and interesting. My job is to help that happen, but it will only happen if you are an active participant in the process. If you follow the suggestions listed below we should be on our way to a successful and enjoyable semester.

Come to class. Attendance will be taken and does count toward your grade. If you have a good reason for not being able to attend class let me know.

Prepare before each class by reading the assignments in the course schedule. This will help you to understand the lectures and enable you to participate in class discussions. If you have any problems with reading, note taking, assignments or organization in general please see me so we can try to solve the problems.

Note: If I am not in class within 15 minutes of the scheduled start of class, class is considered canceled.
HALLMARKS OF WRITING-INTENSIVE COURSES

The Writing-Intensive Focus Board uses these Hallmarks as they evaluate WI proposals:

1. **The course uses writing to promote the learning of course materials.** Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.

2. **The course provides interaction between teacher and students while students do assigned writing:** in effect, the instructor acts as an expert and the student as an apprentice in a community of writers. Types of interaction will vary. For example, a professor who requires the completion of one long essay may review sections of the essay, write comments on drafts, and be available for conferences. The professor who requires several short papers may demonstrate techniques for drafting and revising in the classroom, give guidance during the composition of the papers, and consult with students after they complete their papers.

3. **Writing contributes significantly to each student's course grade.** Writing assignments must make up at least 40% of each student's course grade. If not, the course syllabus must state that students must satisfactorily complete all writing assignments to pass the course with a "D" or better.

4. **The course requires students to do a substantial amount of writing--a minimum of 4000 words, or about 16 pages.** This may include informal writing. Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, or reaction papers, etc. In-class exams and drafts are not counted toward the 4000-word minimum.

5. **To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.** Professors who team teach or who are assisted by a teaching assistant may request that the enrollment be higher as long as a 20-to-1 student to faculty ratio is maintained.

6. **Windward Community College has a mandatory requirement that you meet with your instructor to go over your rough drafts.**
CLASS SCHEDULE

This schedule will be followed as closely as possible. However, changes may be made at the instructor's discretion. Reading assignments should be read before coming to class on the day they are assigned. If a reading assignment is in *italics* it is useful but optional.

*Part I: Hawaiian Metaphors*

Aug 22 M Introduction - Sources and Bias  
**Read:** Malo - Chapter 1

24 W Settlement of the Hawaiian Islands  
Navigation and Migration  
Video: Nomads on the Wind  
**Read:** Fornander - Introduction.  
*Malo - Chapters 3 & 4*

29 M The Environment of Hawaii as a theme  
Islands as a special case for Darwinian adaption  
Vegetation zones  
Dryland field systems -vs- kalo lo`i - Island Variations  
**Read:** *Malo - Chapters 9, 14 & 39*  
**Plant Quiz Due**

31 W Pre-Contact Hawaiian Culture  
Metaphors: Genealogies / Wakea and Papa  
Religion / Lono and Ku  
**Read:** Malo Chapters: 36 & 37

Sep 05 M Labor Day Holiday

07 W Pre-Contact Hawaiian Society  
Metaphors: Malama `aina / `aikapu  
Ali`i and maka`ainana  
**Read:** Malo Chapters: 11 & 18  
*Kirch Article - Think & Write due*

12 M Pre-Contact Hawaiian Politics  
**Read:** “The Story of Umi”  
Metaphors: `Imihaku / Ni`aupi`o mating  
**Read:** Malo - Chapter 38  
Fornander - Pp. 129-158, *(Pp. 67-78 & 95-129 optional)*

14 W Captain Cook and Early Western Voyages  
**Read:** Daws - Chapter 1 / Fornander - Pp. 158-200
19 M Kamehameha the Great and the Conquest Period

   Read: Daws-Chapter 2 /Fornander-Pp. 200-205, 299-349

21 W Disease and Population: How many Hawaiians were there in 1778?

   Andy Bushnell Article on reserve in library
   David Stannard, Before the Horror on reserve in library

26 M First Exam

   Part II: Hawaiian Metaphors Under Attack

28 W Abolition of the Kapu System - Cause and Impact

   Read: Malo Chapter 34
   Ka`ahumanu oral report

Oct 03 M Merchants and Traders - Pre Mahele economics
   (Fur Trading/Sandalwood/Whaling/Cattle)

   Read: Daws - Chapter 3
   Liholiho oral report

05 W Missionaries

10 M Hawaiian Society / King, Ali`i, Maka`ainana
   and Foreigners

   Read: Daws - Chapter 4
   Kauikeaouli oral report

12 W The Great Mahele - Different Perspectives
   Land and Sovereignty

17 M The Rise of Sugar - Claus Spreckles

   Read: Daws - Chapter 5

19 W Monarchs and Ali`i Nui

   Alexander Liholiho oral report
   Queen Emma oral report
   Lot Kapuaiwa oral report

24 M Constitutions

   Read: Daws - Chapter 6
   Hawaiian Constitutions T & W due

26 W Monarchs and Ali`i Nui (cont)

   Lunalilo oral report
   Princess Ruth Keelikolani oral report
   Pauahi Bishop oral report
31  M  Prelude to overthrow
    Read: Daws - Chapter 7
    Kalakaua oral report
    Queen Liliʻuokalani oral report
    Kaiulani oral report

Nov  02  W  Second Exam

**Part III: A Different World**

07  M  Overthrow and Annexation
    Different Perspectives

09  W  Overthrow and Annexation
    The United States Perspective

14  M  Oligarchy - The Big Five
    Read: Daws - Chapter 8

16  W  Race and Society
    Immigration T & W due

21  M  Labor Pains

23  W  WW II, Martial Law
    Read: Daws - Chapter 9

28  M  The “Red” Scare and the ILWU

30  W  Political Transition - The Rise of the Democratic Party
    Land and Power in Hawaiʻi

Dec  05  M  The Hawaiian Renaissance and Sovereignty Issues

07  W  Time Capsules of the Twentieth Century

**14  W  Final Exam (5:30-7:20)**