HWST 222 Māʻawe Noʻeau: Hawaiian Fiber Arts

3 Credits
‘IOLANI 108 (CRN: 61302)
T Th 8:00am to 10:45

INSTRUCTOR: Lufi A. Luteru
OFFICE: Hale Palanakila 116
OFFICE HOURS: Thursdays 12 noon to 1pm
OFFICE PHONE: 236-9296
EMAIL: lufi@hawaii.edu
EFFECTIVE DATE: Fall 2012

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

This is a Hawaiian cultural fiber arts project class. This class will involve the development of three to four introductory fiber arts projects of Hawaiian cultural significance or ceremonial use. Through this class students will learn how to procure the materials needed to complete various fiber arts projects, including learning related protocol and methods for gathering, understanding of Native Hawaiian gathering rights, and the type of environments in which specific materials grow and can be gathered. Students will develop the skills needed to work effectively and safely with various fiber arts materials on introductory projects, and students will learn the cultural knowledge important to the pieces created. As a project class, there will be specific projects and themes set by the instructor of general Hawaiian cultural interest.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Plan, create, and finish, in a safe and effective manner, fiber arts projects of Hawaiian cultural relevance or significance.
2. Explain issues and history of fiber material use in Hawaiian culture and, observing cultural protocols, apply these to gathering materials for a fiber arts project.

COURSE CONTENT
Concepts or Topics

- Ulana lauhala
- Hīnaʻi lauhala
- Iwi kūpuna
- Lauhala (mea kanu)
- Hana kapa
- Wauke (mea kanu)
- ‘Olena (mea kanu)
- ‘Ohe kāpala
- Kōkō pūʻalu
- Hīna hoʻomoe iʻa kō
- ‘Ieʻie (mea kanu)

Skills or Competencies

1. Students will be taught how to develop project designs
2. Students will research the cultural significance and importance of the project in development and write short papers for each media learned (4 total)
3. Students will learn about the tools necessary to completing their project
4. Students will learn how to procure the fiber and plant materials necessary to complete their project
5. Students will learn how to finish and detail their projects
6. Students will learn and retain chants significant to hana māʻawe and cultural practice.
7. Students will keep a detailed Learning Text for all projects learned this semester.
8. Students will learn to research primary resources like the Hawaiian language newspapers.

COURSE TASKS

*Important note: This is a Hawaiian Studies course; therefore, Hawaiian language terminology will be utilized in this class. We will be actively using the Hawaiian Language Dictionary by Pukui and Elbert, as a reference so make sure you bring a copy to class. In addition, become familiar with the MLA style of citation (7th edition).

Attendance: Students are required to attend studio classes. Attendance will be taken at each class period. A doctor’s note or some other form of documentation must substantiate classes missed for a valid reason. The student’s point total will have 5 points deducted for every absence after two initial absences. +Note: the deduction of points due to unexcused absences will be taken from your final total at the end of the semester. If a class is missed, it is the students’ responsibility to get notes and assignments from fellow students.

Cultural Research paper: Students will be required to research the cultural use and significance of the projects required in the class including interviewing a cultural practitioner of each media learned this semester (4 total). Student papers should be formatted in the following word document: Times New Roman 12pt. font, doubled spaced, 1½ inch margins. Proper “in text MLA citation” is required for any quotes from the material utilized to support your research. Student’s research papers should include one article from a Hawaiian language newspaper [http://nupepa.org/gsd12.5/cgi-bin/nupepa?l=haw](http://nupepa.org/gsd12.5/cgi-bin/nupepa?l=haw) related to each media learned (place a copy of this article at the back of each research paper as an appendix) and two to three different sources used in the paper listed on the “Works Cited” page in MLA style, 7th edition. Papers must be at least 3 - 4 pages typed.

Design and development plan: Students are required to put together a design and development plan for their project in consultation with the instructor for each project undertaken. “Design and development plan” is incorporated into the creation of the student’s learning text at the most basic level so you have an understanding of the essential rudimentary concepts of each fiber media and project.

Learning Text: The students will create a very detailed and meticulous learning text in which you will be required to keep notes on personal reactions, ideas, theories, detailed drawn diagrams of each project, renderings of mea kanu (i.e. two renderings of mea kanu kinolau Akua for each media), cultural information and insight, arguments, explorations, etc. Various videos with accompanied worksheets will be part of the learning process and given as homework. The learning text will help the instructor assess your intellectual growth through the process of learning in this course. Essentially, this will be an
instructional guide for you to reflect and build upon. The learning text will be handed in and checked four times (due at the same time as each finished project deadline) throughout the semester for a grade. **Note:** if your learning text is not complete at each due date, you will not be allowed to advance to the next project until it is complete, therefore, time management and attention to detail is very important in this class.

**Finished Project:** Students will be graded on their project development (their process) and on the completion of their projects. Students will be graded on a short presentation in which they showcase their project, how they planned and completed their project and the Hawaiian cultural significance, history and use of what they have created. As a part of each finished project hōʻike, each student will recite from memory the following chants “E hō mai”, “Nā ‘aumākua”, “E Kānehōʻālani” and “E ulu” learned this semester.

**Exam:** At the end of each media learned, a written exam will be given. This exam will include Hawaiian language terminology learned, significant cultural information, moʻolelo, and history contained in the required readings assigned for each media. Each exam will be given on the day each project is due, with exception to the Final Exam on “ʻOai/ʻOwai”, to be given Dec. 10th during finals week.

**Students will be graded as follows:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Cultural research papers (4 x 25 points)</td>
<td>100pts</td>
</tr>
<tr>
<td>Learning Text (4 checks x 25 points)</td>
<td>100pts</td>
</tr>
<tr>
<td>Finished projects (4 x 25 points)</td>
<td>100pts</td>
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<tr>
<td>Exam (4 x 25 points)</td>
<td>100pts</td>
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<td></td>
<td>400pts</td>
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**Grade scales:**

- A = 90 – 100% of total points
- B = 80 – 89% of total points
- C = 70 – 79% of total points
- D = 60 – 69% of total points
- F = less than 60% of total points

I (incomplete), is given at the INSTRUCTOR’S DISCRETION if the student is unable to complete a small part of the course because of circumstances beyond your control. It is THE STUDENT’S responsibility to make up incomplete work with a minimum level (or better) of achievement. Failure to satisfactorily make up incomplete work within the appropriate time period will result in a grade change from “I” to the contingency grade identified by the instructor (see catalog). CR (credit), 70% or above in total points. The student must indicate an intent to take the course as CR/N in writing by the end of the 10th week of classes (see catalog).

NC (no credit), below 70% or total points (see catalog). The NC grade will not be used as an alternative grade for an “F”

W (withdrawal), Official withdrawal from the course will depend on the course length at time course is offered.

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**HWST 222-Fall 2011**

“O ke kahua mamua, mahope ke kūkulu.”

(ʻōlelo noʻeau #2459 –as recorded by Mary Kawena Pukui)

The site first, and then the building.

HWST 222 – Kumu Lufi A. Luteru
Fall 2012 (WCC)
Learn all you can, then practice.

1. Ulana lauhala (weaving/plaiting):
   Week 1-4
   August 21st - Sept. 13th:
   - Introductions and Syllabus review. Powerpoint on lauhala. Intro to Nūpepa Hawai‘i.
   - Ha‘awina: Watch “Na wai e hoʻōla i nā iwi? Who will save the bones?”
   - Materials cost: $60.00 due AUGUST 28th
   - Demo: Prep: Gathering, Cleaning and Cutting Techniques.
   - Mālama 'Āina.
   - Read all Moʻolelo in “Lauhala” section of Laulima and take notes on important terms, people, stories. Include your notes in your Learning Text. Learn oli/pule “E hō mai” and “Nā ‘āumākua”.
   - Project: 2 (halves) Hīna'i lauhala. **note: your best hīna'i (1) will be given to “Hui Mālama I Nā Kūpuna O Hawai‘i Nei” for our iwi kūpuna.
   - Studio Work Time.
   - Haʻawina: Hoʻolaulā i ka manaʻo (to broaden the mind or thought): Mind map and diagram words “Lauhala”, “hala”, “ulana”. Also look up in the English to Hawaiian section of the dictionary, “basket”, “mat”. 2 renderings of kinolau Akua. Include this haʻawina in your Learning Text. Due on the date of hōʻike for this media (Sept. 13th).
   - Cultural Research Paper – include an interview with cultural practitioner of this hana no‘eau (Ulana Lanhala) (mats, hats etc…) and any other cultural research significant to this media. (see “Course Tasks-Cultural Research Paper” for details). Due on the date of hōʻike for this media (Sept. 13th).
   - IMPORTANT NOTE: WE WILL START TO HARVEST, CLEAN, PREP AND SOAK WAUKE ON Sept. 11th (WAUKE NEEDS TO SOAK FOR at least 1 WEEK PRIOR TO OUR FIRST SCHEDULED DATE FOR “KAPA”)


2. Kapa (paper mulberry bark cloth):
   Week 5-8
   Sept. 18th – Oct. 11th
   - Powerpoint: Kapa; Background and process.
   - Learn oli “E Kānehoʻālanī”.
   - Read all Moʻolelo in “Kapa” section of Laulima and take notes on important terms, people, stories. Include your notes in your Learning Text.
   - Mālama ‘Āina.
   - On-Site: Cultivation of Wauke and Hawaiian natural dyes.
   - Hawaiian dyes and implements/printing. ‘Ohe kāpala. (*NOTE: haumāna need Exacto blade to carve out the design of their ‘ohe kāpala).
• Project: Kapa Piece.
• Studio Work Time.
• Ha‘awina: Ho‘o‘olaulā i ka mana‘o (to broaden the mind or thought): Mind map and diagram: words “kapa”, “wauke”. Also look up in the English to Hawaiian section of the dictionary, “tapa”, “cloth/clothes”, “bark”. 2 renderings of kinolau Akua. Include this ha‘awina in your Learning Text. Due on the date of hō‘ike for this media (Oct. 11th).
• Ha‘awina: Cultural Research Paper – include an interview with cultural practitioner of this hana no‘eau (Kapa) and any other cultural research significant to this media. (see “Course Tasks-Cultural Research Paper” for details). Due on the date of hō‘ike. (Oct. 11th).


3. Kōkō pūʻalu (carrying net making):
Week 9-12
Oct. 16th – Nov. 8th

• Read all Mo‘olelo in “Koko pūʻalu” section of Laulima and take notes on important terms, people, stories. Include your notes in your Learning Text. Instructions and a formula for the kōkō pūʻalu (basic carrying net).
• Project: Kōkō pūʻalu (basic carrying net).
• Mālama ʻĀina.
• Studio Work Time.
• Ha‘awina: Ho‘o‘olaulā i ka mana‘o (to broaden the mind or thought): Mind map and diagram: words “‘upena”, “kōkō”. Also look up in the English to Hawaiian section of the dictionary: “net”. 2 renderings of kinolau Akua. Include this ha‘awina in your Learning Text. Due on the date of hō‘ike for this media. (Nov. 8th).
• Ha‘awina- Cultural Research Paper – include an interview with a cultural practitioner of this hana no‘eau (Kōkō, ‘Upena) (Carrying nets, fishing nets etc…) (see “Course Tasks-Cultural Research Paper” for details). Due on the date of hō‘ike for this media. (Nov. 8th)

Nov. 8th = DUE Kōkō pūʻalu Project, Learning Text and Cultural Research Paper.

4. ‘oai/ʻowai (twining):
Week 13-16
Nov. 13th – Dec. 6th

• Learn chant “E ulu”.
• Read Mo‘olelo in “ʻOai/ʻOwai” section of Laulima and take notes on important terms, people, stories. Include your notes in your Learning Text.
• Ha‘awina: Watch “Ka hana no‘eau Hawai‘i” http://www.oiwi.tv/live/channels/culture/ka-hana-noeau/
• Project: hīna‘i hoʻomoe iʻa ʻoai/ʻowai kō.
• Mālama ʻĀina.
• Studio Work Time.

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Fall 2012 (WCC)
• Haʻawina: Hoʻolaulā i ka manaʻo (to broaden the mind or thought): Mind map and diagram words: “ʻoai/ʻowai”, “hīnaʻi”. Also look up in the English to Hawaiian section of the dictionary: “twine”, “basket”, “fish trap”. 2 renderings of kinolau Akua. Include this haʻawina in your Learning Text. Due on the date of hōʻike. (Dec. 6th).

• Haʻawina: Cultural Research Paper – include an interview with a cultural practitioner of this hana noʻeau (Twined basketry, fish traps, helmets etc…). Due on the date of hōʻike for this media. (Dec. 6th).


Dec. 11th = Final Exam "ʻOai/ʻOwai". (Learning Text and ʻOai/ʻOwai research paper returned).

LEARNING RESOURCES

****NOTE: all supplies below must be purchased or brought to class by the haumāna:

• Hawaiian Dictionary (Pukui and Elbert)
• 1- Black hard cover [bined] 8x10 or larger Journal (blank, not lined paper) *note: UHM bookstore usually carries this type of journal in their “Art” section. Check WCC’s bookstore first.
• Digital recorder (optional)
• 1-Exacto blade w/handle (to carve ʻohe kāpala)
• 1-potato peeler
• 1 or 2- old credit card/debit card/thick gift card
• 1-old container with a lid (about Zippy’s gallon chili size)
• $60.00 for Materials cost. (see below) due by Aug.28th.

The Materials cost includes the following:
• A roll of masking tape
• Clothespins (at least 25)
• Scissors
• Small water bottle
• Piece of double-sided drop cloth
• Spool of string
• 1 medium netting needle
• 1 bundle-Reed (half round)
• small bucket
• packet of color pencils (to use in your Learning Text)
• 1- 2 inch to 3 inch; three ring folder (to put all HWST 222 readings in, that you print)
• 1- packet of subject dividers (for your 3 ring folder)
• maintenance of HWST 222 tools (i.e. kua kūkū, ʻie kūkū, blades for lauhala cutting boxes etc.)

Māʻawe Supplies Checklist

**NOTE: Mālama and respect the tools and materials of the Hālau o Laka or you will have to bring your own to complete your projects.

Ulana lauhala (weaving/plaiting):

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• Lauhala leaves (students must pick and prepare their own)
• Lauhala cutting box (Hālau o Laka-UHM)
• A roll of masking tape
• Clothespins (at least 25)
• Scissors
• Small water bottle (this will be used for your twining project as well)

Hana Kapa (paper mulberry bark cloth):

• Double-sided drop cloth
• Zippy’s chili sized container with lid
• Potato peeler
• Xacto blade with handle
• Bamboo sections (split for ‘ohe kāpala blanks to carve)
• Fresh ‘olena (to dye kapa)
• Kua kapa (HWST at WCC)
• Hohoa (HWST at WCC)
• ‘Ie‘ie kuku (HWST at WCC)
• Pōhaku [option](for 1st stage of beating wauke with hohoa. Pōhaku: flat, non-porous, 15 to 20 inches long)

Kōkō pū‘alu (carrying net):

• Spool of string
• 1 medium netting needle
• old plastic card for net eye guide (bring your own i.e. old library card, Safeway/Foodland card, old credit card to be cut according to width size of netting needle)
• scissors (use same from lauhala project)

ʻOai/ʻOwai kō (twining):

• 1 bundle-Reed (half round)
• small spray bottle (use same from lauhala project)
• small bucket
• scissors (use same from lauhala project)

Additional Information

• Class starts on time! Therefore, it is the responsibility of any students who arrive late or are absent to ask fellow classmates what instructions or assignments were missed.
• The instructor DOES not provide private tutoring.
• ALL TOOLS and MATERIALS belonging to the Hawaiian Studies program at Windward Community College must be taken care of and treated with respect, be mindful! (i.e. lauhala cutting boxes, kapa making tools etc.) Otherwise students must supply their own tools and materials to complete their projects.
• Be considerate and respectful to your Instructor and fellow classmates. ALL CELL PHONES MUST BE TURNED OFF OR PUT ON VIBRATE MODE PRIOR TO ENTERING CLASS.
• Time management is extremely important in this class.

**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.

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Works Cited


E hō mai
Na Edith Kanaka'ole i haku ‘ia.

E hō mai i ka ‘ike mai luna mai e
Grant us knowledge from above

‘O nā mea huna no'eau o nā mele e
The things of knowledge hidden in the chants

E hō mai, e hō mai, e hō mai e
Grant us these things
(done 3 times)

Nā ‘Aumākua (Oli Pale)
(Adapted from Hawaiian Antiquities by David Malo)

Nā ‘aumākua, mai ka lā hiki ā ka lā kau
Ancestors from the rising to the setting sun
Maʻi ka hoʻokuʻi ā ka hālāwai
From the zenith to the horizon
Nā ‘aumākua iā Kahinakua iā Kahinaʻalo
Ancestors who stand at our back and front
Iā ka ‘ākau i ka lani
You who stand at our right hand
‘O Kihā i ka lani
A breathing in the heavens
‘Owē i ka lani
An utterance in the heavens
Nunulu i ka lani
A clear, ringing voice in the heavens
Kāholo i ka lani
A voice reverberating in the heavens
Eia nā pulapula a ‘oukou, ‘o ka po’e o Hawai‘i
Here are your descendants, native people of Hawai‘i
E mālama ‘oukou iā mākou
Safeguard us
E ulu i ka lani
That we may flourish in the heavens
E ulu i ka honua
That we may flourish on earth
E ulu i ka peʻai‘ina o Hawai‘i
That we may flourish in the islands/archipelago of Hawai‘i
E hō mai i ka ‘ike
Grant us knowledge
E hō mai i ka ikaika
Grant us strength
E hō mai i ke akamai
Grant us intelligence
E hō mai i ka maopopo pono
Grant us understanding
E hō mai i ka ‘ike pāpālua
Grant us insight
E hō mai i ka mana
Grant us power
‘Āmama, ua noa
The prayer is lifted, it is free

Resource: [http://www.mauna-a-wakea.info/maunakea/12_traditional.html](http://www.mauna-a-wakea.info/maunakea/12_traditional.html)