HWST 222 Mā‘awe No‘eau: Hawaiian Fiber Arts
3 Credits
HALE A‘O 107
T TH 8am to 10:30am
NOTE: extra studio time is on Thursdays 1pm to 2pm – Hale A‘o 107

INSTRUCTOR: Lufi A. Luteru
OFFICE: Hale A‘o 105
OFFICE HOURS: Tuesdays 6am to 7am
EMAIL: lufi@hawaii.edu
EFFECTIVE DATE: Spring 2014

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 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.
3. Write research papers that articulate the cultural importance of each fiber media (4 total) learned within this course.
### COURSE CONTENT

<table>
<thead>
<tr>
<th>Concepts or Topics</th>
<th>Skills or Competencies</th>
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<tbody>
<tr>
<td>• Ulana lauhala</td>
<td>1. Students will be taught how to develop project designs</td>
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<tr>
<td>• Hīna‘i lauhala</td>
<td>2. Students will research the cultural significance and importance of the project in development and write short papers for each media learned (4 total)</td>
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<tr>
<td>• Iwi kūpuna</td>
<td>3. Students will learn about the tools necessary to completing their project</td>
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<tr>
<td>• Lauhala (mea kanu)</td>
<td>4. Students will learn how to procure the fiber and plant materials necessary to complete their project</td>
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<tr>
<td>• Hana kapa</td>
<td>5. Students will learn how to finish and detail their projects</td>
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<tr>
<td>• Wauke (mea kanu)</td>
<td>6. Students will learn and retain chants significant to hana mā‘awe and cultural practice.</td>
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<tr>
<td>• ‘Olena (mea kanu)</td>
<td>7. Students will keep a detailed Learning Text for all projects learned this semester.</td>
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<td>• ‘Ohe kāpala</td>
<td>8. Students will learn to research primary resources like the Hawaiian language newspapers.</td>
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<td>• Kökō pū‘ālu</td>
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<td>• Hi‘a</td>
<td></td>
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<tr>
<td>• Hana ‘oai/‘owai</td>
<td></td>
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<td>• Hīna‘i ho‘omoe i‘a kō</td>
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<td>• ‘Ieʻie (mea kanu)</td>
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### 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, media learned this semester (4 total). What are the general uses, function and purpose of the fiber media? (i.e. Lauhala = used to make mats (types?), baskets (types, uses?), pāpale (contemporary). Make sure to include a short reflection of your experience working with each fiber project. Use the class readings to provide relevant information, MAKE SURE TO CITE YOUR SOURCES! 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/gsdl2.5/cgi-bin/nupepa?l=haw](http://nupepa.org/gsdl2.5/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. Refer to Laulima for a website link for MLA citation format with Purdue OWL. 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.

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SPRING 2014 (WCC)
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 on during finals week (May 13th).

Students will be graded as follows:

- Cultural research papers (4 x 25 points) 100pts
- Learning Text (4 checks x 25 points) 100pts
- Finished projects (4 x 25 points) 100pts
- Exam (4 x 25 points) 100pts

Grade scales:

- A = 90 – 100% of total points (400-360 points)
- B = 80 – 89% of total points (356-320 points)
- C = 70 – 79% of total points (316-280 points)
- D = 60 – 69% of total points (276-240 points)
- F = less than 60% of total points (239 points and below)

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.
HWST 222 – SPRING 2014

“O ke kahua mamua, mahope ke kūkulu.”
(‘ōlelo no’eau #2459 –as recorded by Mary Kawena Pukui)
The site first, and then the building.
Learn all you can, then practice.

1. Ulana lauhala (weaving/plaiting):
January 14 – February 4:

- Introductions and Syllabus review. Powerpoint on lauhala. Intro to Nūpepa Hawai’i.
- Watch: “Exploring the natural uses of Samoan fibers”
- Ha‘awina: Read “Rooted in Native Soil” by Edward Halealoha Ayau
- Ha‘awina: Visit Hui Malama i Na Kupuna o Hawai‘i Nei website. [http://huimalama.tripod.com](http://huimalama.tripod.com) *in your learning text, list 5 Completed Repatriations (where from?) by Hui Malama i Na Kupuna o Hawai‘i Nei
- **Materials cost: $60.00 due January 21**.
- 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 “Na aumākua”.
- Project: 1 (half) Hīnaʻi lauhala. **Note: your hīnaʻi will be given to “Hui Mālama I Nā Kūpuna O Hawai‘i Nei” for our iwi kūpuna.
- Studio Work Time.
- Cultural Research Paper – cultural research significant to this fiber media (lauhala baskets and mats [various examples of function and purpose], (See “Course Tasks-Cultural Research Paper” for details). Include a Hawaiian language nūpepa article from nupepa.org. Search for an article relevant to our current media, “lauhala”, print out the ORIGINAL digital copy NOT a transcription. Highlight the relevant term(s) in the article, include it at the back of your paper and include the proper MLA citation for the nupepa article in your Works Cited. Here is an MLA example to follow from my M.A. Thesis:


HWST 222 – Kumu Lufi A. Luteru
SPRING 2014 (WCC)
• **Due on the following dates:**
  *Completed hīna‘i lauhala: Feb. 4*
  *Exam #1: Feb. 4*
  *Cultural research paper: Feb. 7 via email.*
  *Completed learning text: Feb. 11*

• **IMPORTANT NOTE:** WE WILL START TO HARVEST, CLEAN, PREP AND SOAK WAUKE ON **January 28**th (**WAUKE NEEDS TO SOAK FOR at least 1 WEEK PRIOR TO OUR FIRST SCHEDULED DATE FOR “KAPA”**)

2. **Kapa (paper mulberry bark cloth):**
   **February 11th – March 4th:**
   
   • Powerpoint: Kapa; Background and process.
   • Ha‘awina: Watch “TEDxHonolulu: Dr. Pualani Kanaka‘ole Kanahele – Haena: Intense Breath of the Sun.” [http://www.youtube.com/watch?v=Ec1yr2RuK4k](http://www.youtube.com/watch?v=Ec1yr2RuK4k)
   • Learn oli “E Kāneho‘alani”.
   • Read all Mo‘olelo 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.
   • Demo: Preparation of wauke (Jan. 28) 1st beating (Feb. 11) Watermarks.
   • 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: Learning Text for Kapa section, print out “Kapa Learning Text Checklist” for details.
   • Ha‘awina: Cultural Research Paper – cultural research significant to this fiber media (kapa, kapa tools, ‘ohe kāpala) (See “Course Tasks-Cultural Research Paper” for details). Include a Hawaiian language nūpepa article from nupepa.org. Search for an article relevant to our current media, “kapa, wauke”, print out the ORIGINAL digital copy NOT a transcription. Highlight the relevant term(s) in the article, include it at the back of your paper and include the proper MLA citation for the nupepa article in your Works Cited.

• **Due on the following dates:**
  *Completed kapa and ‘ohe kāpala: March 4*
  *Exam #2: March 4*
  *Cultural research paper: March 7 via email.*
  *Completed learning text: March 11*

3. **Kōkō pūʻalu (carrying net):**
   **March 11 – April 1:** (*note: March 24-28 is a holiday, no school*)
• Read all Mo’olelo in “Koko pū’alu” 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 pū’alu (basic carrying net).
• Ha’awina: Watch “Piko: An Indigenous Gathering” http://www.oiwi.tv/live/channels/culture/piko-a-gathering/
• Project: Kōkō pū’alu (basic carrying net).
• Mālama ʻĀina.
• Studio Work Time.
• Ha’awina: Learning Text for Kōkō pū’alu section, print out “Kōkō pū’alu Learning Text Checklist” for details.
• Ha’awina- Cultural Research Paper – cultural research significant to this fiber media (different types of carrying nets, netting for ʻahu’ula, different types of fibers used for nets and their function and purposes) (See “Course Tasks-Cultural Research Paper” for details). Include a Hawaiian language nūpepa article from nupepa.org. Search for an article relevant to our current media, “koko, upena”, print out the ORIGINAL digital copy NOT a transcription. Highlight the relevant term(s) in the article, include it at the back of your paper and include the proper MLA citation for the nupepa article in your Works Cited.
• **Due on the following dates:**  
  **Completed kōkō pū’alu:** April 1  
  **Exam #3:** April 1  
  **Cultural research paper:** April 4 via email.  
  **Completed learning text:** April 8

4. ʻoai/ʻowai kō (twined reed basket):  
**April 8 – May 6:**

• Learn chant “E ulu”.
• Read all 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: hīnaʻi ʻoai/ʻowai kō.  
• Mālama ʻĀina.
• Studio Work Time.
• Ha’awina : Cultural Research Paper – cultural research significant to this fiber media (twined baskets and fish traps) (See “Course Tasks-Cultural Research Paper” for details). Include a Hawaiian language nūpepa article from nupepa.org. Search for an article relevant to our current media, “hinai, ieie”, print out the ORIGINAL digital copy NOT a transcription. Highlight the relevant term(s) in the article, include it at the back of your paper and include the proper MLA citation for the nupepa article in your Works Cited.
• **Due on the following dates:**  
  **Completed hīnaʻi ʻoai/ʻowai kō:** May 6. **Final Hōʻike (bring all mea noʻeau that you made this semester, share experience with class), potluck.**  
  **Exam #4:** May 13 (Final Exam) 8am to 10am.  
  **Cultural research paper:** May 8 via email.
LEARNING RESOURCES

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

HAUMĀNA MUST BRING:
• Hawaiian Dictionary (Pukui and Elbert)
• 1- Black hard cover [binded] 8x10 or larger Journal (blank, not lined paper) *note: UHM bookstore or Ben Franklin usually sells this type of journal in their “Art” section. Check WCC’s bookstore first.
• Digital recorder (optional)
• utility knife (for wauke and ‘ohe kāpala)
• 1-Exacto blade w/handle (to carve ‘ohe kāpala)
• 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 January 21.

The Materials cost includes the following:
• A roll of masking tape
• Clothespins (at least 20)
• Scissors
• Small water bottle
• one blank piece of ‘ohe (for your ‘ohe kāpala)
• one small sheet medium and one small sheet fine sandpaper
• Piece of double-sided drop cloth
• Spool of string
• 1 medium netting needle
• 1 bundle-Reed (half round)
• 1 potato peeler
• small bucket
• packet of color pencils (to use in your Learning Text)
• maintenance of HWST 222 tools (i.e. kua kūkū, ‘ie kūkū, blades for lauhala cutting boxes etc.), potting soil and pots for mālama mea kanu mā‘awe.

Mā‘awe 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):
• Lauhala leaves (students must pick and prepare their own)
• Lauhala cutting box (Hālau o Laka-UHM)
• A roll of masking tape
• Clothespins (at least 20)
• 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
- Utility knife
- Bamboo section (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)

‘Oai/‘Owai 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.

HWST 222 – Kumu Lufi A. Luteru
SPRING 2014 (WCC)
Works Cited


E hō mai (Na Edith Kanakaʻole 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
Mai ka hoʻokuʻu i 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 poʻe o Hawaiʻi
Here are your descendants, native people of Hawaiʻi
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 paʻeʻaina o Hawaiʻi
That we may flourish in the islands/archipelago of Hawaiʻi
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)
E Kānehōʻālani e
(From the Pua Kanahele Collection)

E Kānehōʻālani e, e Kānehōʻālani e
Aloha kāua
Kau ka hōkū hoʻokahi
Hele i ke alaloa
Aloha kama kuku kapa a ka wahine
He wahine lohiʻau nānā i ka makani
He makani lohiʻau hāʻupu mai o loko e
(Chant 3 times over)

E ulu
(From the David Malo collection)

E ulu, e ulu kini o ke Akua
Ulu Kāne me Kanaloa
Ulu ʻōhiʻa, laukoa, me ka ʻieʻie
Aʻe mai a noho i kou kuahu
Eia ka wai la, he wai, he ola
E ola nō e
Papahānaumoku: Earth Mother—Deity of all things and beings that are born. *Note: She is also Haumea.

Pelehonuamea (Pele): Deity of fire and volcano
*some kinolau:
ka lua pele
ke ‘ai honua
ka pele
ka māhu

Hina: Deity of the moon, fishponds and reefs
*some kinolau:
ke ko’a
ka laupapa
ka mahina
ka wai
ke ahi
ke kapa (wauke)

Laka: Deity of the hula and the forest
*some kinolau:
ka palapalai
ka ‘ie’ie
ka hala pepe
ka pua ‘ōhi’a lehua
ka lama
ka maile

Haumea: Deity of childbirth, politics and war
*some kinolau:
ka hau (ka pua a me ka lā‘au)
-deities carved from Haumea’s tree:
Kūkeolō‘ewa: war deity of Māui Island
Kūho‘one‘enu‘u: war deity of O‘ahu
Kameha‘ikana: deity of political power
Mākālei: deity who attracts fish to shore
ka ‘ākala
ka pua ‘ilima
ke kaunaoa
ka pūhala
ka ‘ulu
5 PRINCIPLE MALE NATURE DEITIES OF HAWAI’I

Wākea: Sky Father- Deity of stars
   ka lani, ka malo o Wākea (the constellation Orion)

Kū: Deity of war, politics, acquisition and carvers
   *some kinolau:
   ka ‘ulu
   ka ‘ōhi’a lehua (ka lā’au)
   ka pōhaku
   ka loulu
   ka niu
   ke koa

Lono: Deity of agriculture, peace and fertility
   *some kinolau:
   ke kukui
   ka pua’a
   ka ‘ie‘ie
   ka ipu
   ke kī
   ka ‘uala
   ke ao
   ka hekili a me ka uila
   ka ‘ōla’i
   ke ānuenue
   ka ua a me ka makani
   ka hāpu’u

Kāne: Deity of the sun and fresh water
   *some kinolau:
   ka wai
   ka ‘awa
   ka ‘ohe
   ka pani wai
   ke kalo
   ke ana
   ka lā hiki
   ke kō

Kanaloa: Deity of ocean voyaging and the ocean
   *some kinolau:
   ka he’e
   ka mūhe‘e
   ka mai’a
   ka lā komo
   ke koholā
   ka nai’a