

HWST 107 - Hawai'i: Center of the Pacific (CRN 60677)
3 Credits
Hale A'o 107
T TH 11:30am to 12:45pm

INSTRUCTOR: Lufi A. Luteru
OFFICE: Hale A'o 105
OFFICE HOURS: Tuesdays 1pm to 2pm
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

An introduction to Hawai'i and Hawaiian culture in the context of the larger Pacific, including Hawaiian origins, settlement, language, land, history, society, religion and the arts. (3 hours lecture) DH

STUDENT LEARNING OUTCOMES

The student learning outcomes are:

- Compare and contrast cultures and histories of Pacific island peoples in relation to their languages, religious traditions, artistic expressions, material culture, and political and economic development.
- Identify ways in which the environment has shaped Hawaiian and the larger Moananuiākea cultures.
- Describe the integration of land in Hawaiian culture and the historic changes in the relationship between people and land through written and oral communication.
- Describe aspects of Hawaiian relationship with other groups of people in and outside of Hawai'i.
- Identify, access, and evaluate major Hawaiian studies sources.
- Identify implications of the relationships and develop proposals for possible ways to affect positive change.

COURSE TASKS and REQUIREMENTS

1. Map Quizzes (40 points):

Four map quizzes will be given throughout the semester. Study maps can be found on <http://laulima.hawaii.edu> It is the students' responsibility to schedule with the instructor to make up any missed map quizzes within 2 days of the scheduled quiz.

2. Writing Assignments (120 points):

Reaction Papers (60 points):

You will write 3 reaction papers on videos or assigned readings. You may choose to respond to videos or assigned readings as long as you do no more than one for each unit. Each paper should be 3 pages in length. They should be typed and double spaced and should describe your thoughts on what you saw or read. Do not summarize the video or article. I want to know what you think of the authors' or producers' depictions, points of view, arguments, etc. All papers are due within one class day from the date on which the video or reading appears in the syllabus. Clarity, intelligence, passion and honesty are most important, but I will also penalize carelessness in spelling and grammar. ****No late work allowed, except for unforeseen circumstances approved by the Instructor****

Island Profiles (30 points):

In the mid 18th century, the French explorer Charles de Brosses used the Greek term, "Polynesia", to refer to all the islands in the Pacific (Fortune, 63). In 1831, French explorer and scientist Dumont d'Urville proposed the region be further divided into three areas based on geography, linguistic and cultural affinities: Polynesia, Melanesia and Micronesia (Fortune, 63).

In order to orient ourselves, we must first be familiar with what is around us and how we interact with the wider world. Globally, the common labels of the terms to identify three regions of the Pacific are Melanesia, Micronesia and Polynesia. Albeit, please note, I disagree with this labeling because it is not from a Native cultural perspective, therefore, I prefer to honor our oceanic region from the holistic Native Hawaiian perspective as "**Moananuiākea**" [the great expanse of our Ocean].

You will choose **one from each group** and fill out one ISLAND PROFILE per region. On the back of each worksheet is space to indicate your sources (use MLA style bibliographic format). **NOTE:** 3 resources are required per island profile, 1 website and 2 other sources must be official, use a reputable website, i.e. a govt. website **NOT** one that is personal page or tourist blog, with personal opinions, that is not an academically sound resource to quote from.

Each worksheet is due on the **same day of the map quiz for that region**, (e.g., Moananuiākea 1 (Polynesia) = **(Feb. 18)**, Moananuiākea 2 (Micronesia) = **(Feb. 25)**, and Moananuiākea 3 (Melanesia) = **(Mar. 11)**.

Moananuiākea 1

1. Tutuila
2. Sāmoa
3. Tuvalu
4. Tokelau
5. Kiritimati
6. Niue
7. Tonga
8. Marquesas
9. Tahiti
10. Tuamotu
11. Mangareva
12. Rapa Nui
13. Aotearoa
14. Rēkohu

Moananuiākea 2

1. Belau
2. Marshall Islands
3. Majuro
4. Guam
5. Yap
6. Pohnpei
7. Saipan
8. Chuuk
9. Banaba
10. Kosrae
11. Nauru
12. Northern Marianas Islands
13. Kwajalein

Moananuiākea 3

1. Irian Jaya
2. Fiji
3. Isatabu
4. Kanaky
5. Niu Ailan
6. Solomon Islands
7. Lau Group
8. Papua New Guinea
9. Nendo
10. Vanuatu

Current Issues presentation and paper (30 points):

Background: The amount of issues concerning Hawai‘i and the region of Moananuiākea are enormous and could be covered in multiple semesters’ course work, therefore we will address these issues throughout the remainder of the semester each one of you will be completing a current issues assignment. Exposure to these issues are presented in various forms; i.e. television (news, forums, public television, documentaries, etc.), radio talk shows, websites, newspapers, magazines, conferences, public presentations, rallies, etc.

Assignment: Choose your topic as soon as possible, start your research by gathering information to help you understand the issue and how it pertains to now! All the current issues have some historical background to it, this will help you understand how it’s pertinent to today’s situation. Identify and choose your current issue from the suggested list, if you have other suggestions send me an email and I’ll verify if it’s okay. Inform me of your choice as soon as possible, so I can notate it on the schedule for the rest of class to see. Ideally we want a good variety of topics, instead of several students presenting the same topic. NOTE: You are not limited to Hawai‘i only, you can chose an issue in any of the 3 regions of Moananuiākea.

Paper: Write 3 full pages, double spaced (12 font Times New Roman) with 1.25” margins, report on your findings using the following format:

- First, give the historical background of the issue (history, how was it started, time period, changes)
- Next, explain how the issue pertains to contemporary Hawai‘i, (or a region in Moananuiākea if that is the issue you are addressing) give details of he current situation, and explain the current status of the issue.
- Lastly, show possible scenarios of the future outcomes to the issue (what are the options, how many possibilities are there?)
- List of references and resources. Must cite at least 5 sources (if you use website links only 1 is allowed (must be a reputable website [i.e. a government website], not a blog, Wikipedia, or personal website) the other 4 must come from books, journals, or newspapers [journals and newspapers from an electronic format are acceptable])(use MLA format – see “Purdue OWL” website link for examples of proper MLA citation)

In Class Presentation: To help the class understand the issue, you will be assigned a day to present your findings during the beginning of the class. Refer to the schedule for your assigned day of presentation. You’re allotted 5 minutes minimum and 7 minutes maximum. Because of time constraints, you need to present your topic in a fashion that is clear, concise and to the point. You can support your presentation with one overhead, one visual aid board, one page handout, or points written on the chalkboard before hand. If you are presenting your topic in a power point, you are limited to 5 slides only. Make sure that you have your presentation on a jump drive ready to bring up on the day of your presentation. After your presentation, I’ll ask the class if there are one or two questions, be prepared to answer their questions. I will help out if necessary. Your paper is due the day of your presentation.

3. Examinations (300 points):

All examinations will be based primarily on your command of the terminology introduced in this course. Lectures, readings, and occasionally videos will contain terms that you are required to know. Many of them

will be in ‘ōlelo Hawai‘i or other Native languages of Moananuiākea. Multiple choice questions, matching terms and vocabulary recall will test your comprehension of readings and lectures. Attendance is scored as well.

Examination dates are set and non-negotiable. With exception, examinations can not be made up unless the reason for absence on the date of the exam is deemed excusable by the Instructor (i.e. UH athlete, family emergence, illness etc. ****note:** if this happens, valid proof of absence will be requested by the Instructor) furthermore, it is the responsibility of the haumāna to make sure the Examination is taken within two days of the scheduled date unless discussed and approved by the Instructor.

4. Attendance (40 points):

Attendance is mandatory. You must come to class every day. You will start out with 40 points for perfect attendance, after two missed classes, you will lose 5 points for every missed class from your 40 point total.

5. Assigned homework:

Daily assigned readings, worksheets and video online links are all available on our Lulima. Be sure to complete all worksheets, as they will be part of your study guides for exams in this class.

Opportunities for Extra Credit:

There are opportunities for extra credit; however it is not a good idea to rely on extra credit for the basis of your final grade for this course. Because of unforeseen circumstances, extra credit might be used to improve a student’s performance for this course. I will mention some opportunities for extra credit throughout the course, if a student needs to explore other opportunities, they can come see me for approval.

ASSESSMENT TASKS AND GRADING

Assessment/Grading: (500 pts.)

• 3 exams	100 points each	300 points total
• 4 map quizzes	10 points each	40 points total
• 3 Island profiles	10 points each	30 points total
• 1 Current issue presentation & paper		30 points total
• 3 reaction papers	20 points each	60 points total
• Attendance		<u>40 points total</u>

TOTAL POSSIBLE SCORE

500 POINTS

Grade scales:

A = 90 – 100% of total points	(500-450 points)
B = 80 – 89% of total points	(445-400 points)
C = 70 – 79% of total points	(395-350 points)
D = 60 – 69% of total points	(345-300 points)
F = less than 60% of total points	(299 points and below)

Attendance:

1. Class attendance is MANDATORY – Roll will be taken and 5 points taken off for each unexcused absence** (Make sure that you sign the attendance sheet at the end of our class period, if you miss signing it you will be marked absent).
2. Excused absences must be approved by the instructor. Unexcused absences will not be tolerated on exam days.
3. All exam dates and times are set and non-negotiable!!! Schedule all vacations around this class schedule, absences due to vacation, and/or leaving early to travel is unacceptable.
4. You are responsible for any information or handouts that you miss due to absences or tardies.

LEARNING RESOURCES

The readings, worksheets and online videos as well as the supplemental readings for this course will only be available on our HWST 107, on-line at <http://laulima.hawaii.edu>

Reading Assignments are indicated on the syllabus and should be completed BEFORE coming to class on the day under which the article is listed.

Recommended Texts:

Pukui, Mary Kawena and Samuel H. Elbert. *Hawaiian Dictionary*. Honolulu: University of Hawai'i Press, 1986. Print.

Pukui, Mary Kawena, Samuel H. Elbert and Esther T. Mo'okini. *Place Names of Hawai'i*, 1974. Honolulu: University of Hawai'i Press. Print.

NOTE: Since this is a Hawaiian culture class, Hawaiian names and terms should be spelled correctly or points will be taken off from your papers and exams. Please check the above-recommended texts.

Additional Information

COURSE EXPECTATIONS:

Make up tests will only be allowed if student contacts instructor before the test with a valid reason for missing test.

Respect the class as a learning environment by:

- Positive engagement in class activity.
- Use of appropriate language.
- Be attentive to the mode of the class. Sometimes we will be in large group discussion, small group discussion, and individual work. Know the difference between each.
- In large group discussion there should be one person talking at a time.
- Be considerate and respectful to your Instructor and fellow classmates. ALL CELL
- PHONES MUST BE TURNED OFF OR PUT ON VIBRATE PRIOR TO ENTERING CLASS.
- REFRAIN FROM UNNECESSARY TALKING DURING CLASS TIME unless it is lecture related.
- Make sure to save all your finished assignments in the event there is a discrepancy regarding your grade.

“ O ke kahua mamua, mahope ke kūkulu.”

(‘ōlelo no‘eau #2459)

The site first, and then the building.

Learn all you can, then practice.

Aloha mai kākou! This course will provide you with an introduction to the native point of view towards origin, language, religion, visual culture, environment, history, and modern issues of Hawai‘i and Moananuiākea (the larger Oceania). We will discuss the intellectual research and political topics of ‘Ike Hawai‘i (Hawaiian Studies) as an academic field. We will examine various sources and have a dialogue that discusses our own mana‘o (insights) in regards to the native perspectives of Hawai‘i and Moananuiākea.

In the Hawaiian culture, knowledge is acquired through kuleana (responsibilities). By learning about nā mea o Hawai‘i (things of Hawai‘i), we take on the responsibilities to the ‘āina (land) and the kūpuna (ancestors) who have produced that knowledge. Throughout the course we will contemplate our own kuleana as students, teachers, and people who call Hawai‘i home.

Additional goals of the course:

- Introduce basic knowledge of Moananuiākea geography, including Hawaiian place names and land divisions.
- Examine the past histories of Hawai‘i and Moananuiākea, and discover their origins, migrations and traditional cultures.
- Understand how important it is to mālama (care for) the ‘āina (land) because of the relationship the people of Hawai‘i and Moananuiākea have always had with the environment.
- Pronounce and spell Hawaiian words correctly, as well as have a basic understanding of the cultural and political significance of native languages in Moananuiākea.
- Explore the native spirituality of Hawai‘i and Moananuiākea.
- Explore some of the native hana no‘eau/visual culture (traditional and contemporary skilled work) as well as other facets of visual culture (dance, poetry and prose) of Hawai‘i and Moananuiākea.
- Recognize and describe the impacts of colonization on traditional Hawaiian society and the continued effects on contemporary Hawai‘i.
- Develop your own critical perspectives and analyses of contemporary social, political, and economic issues in Hawai‘i and Moananuiākea; with a particular focus on Hawaiian initiatives for sovereignty and self-determination.
- Integrate the materials and themes from the course into your own life as a resident or visitor, whether native or non-native, of Hawai‘i.

CLASS SCHEDULE, HA‘AWINA (lesson) AND READING ASSIGNMENTS

(1/14) Ka ho‘olauna ‘ana (introduction). Nā koina (requirements): Review detailed syllabus.

Unit 1: ORIGINS, MIGRATIONS AND TRADITIONAL CULTURAL VALUES

‘Ōlelo No‘eau: “Ua hānau ka moku, a kupu.”

(The Island was Born and It Grows: Referring to the land as an ancestor for Kānaka Maoli [Native Hawaiians.]

(1/16) Pacific Migrations, Voyaging Traditions & Oceanic identity and origin stories: Introduction to the various theories of migration, and methods of navigation.

Readings:

- “Voyaging and Settlement” Howe (complete worksheet)
- “Finding a way: 1974-1980.” Polynesian Voyaging Society
- VIDEO: “Navigators: Pathfinders of the Pacific” (complete worksheet)

(1/21) Moananuiākea Settlement: Survey of regions of Moananuiākea and Ka Pae ‘Āina o Hawai‘i.
Readings:

- “Our Sea of Islands” Hau‘ofa (complete worksheet)
- “Polynesian Oral Traditions” Howe (complete worksheet)

(1/23) Native Hawaiian and Māori ancestral stories of Creation and Origin: The Kumulipo and other cosmogonic genealogies, Papahānaumoku and Wākea: Mālama ‘Āina, ‘Aikapu, and Nī‘aupi‘o as underlying philosophic metaphor.

Readings:

- “Traditional Hawaiian Metaphors” Kame‘eleihiwa (complete worksheet)
- “Te tīmatanga mai o ngā atua: Creations narratives” Reilly (complete worksheet)
- MAP QUIZ 1: Ka pae ‘āina o Hawai‘i

(1/28) Landed Traditions, Genealogies and Cultural Traditions & Traditional Ali‘i Nui Society: Pyramidal societal structure of Ākua (elemental deities) and various levels of Ali‘i (chiefs), konohiki (land stewards), and maka‘āinana (commoners). The Pono equation: lesson of ‘Umi and importance of chiefly generosity to the people. Papakū Makawalu (a Native Hawaiian methodology).

Readings:

- “The Story of ‘Umi” Kamakau
- “Te ao Māori: Māori world-view” Ka‘ai and Higgins
- “‘Ōpūkohonua” - ko‘ihonua (genealogy chant) by Hālau Kekuhi (handout)
- “Papakū Makawalu” methodology by Pualani Kanaka‘ole Kanahale, PhD (handout)
- VIDEO: “Papakū Makawalu” (pt. 1) by Pualani Kanaka‘ole Kanahale, PhD. (Puana ka ‘ike Lecture Series)(complete worksheet)
- Ha‘awina: Watch Video “Papakū Makawalu” (pt. 2) by Pualani Kanaka‘ole Kanahale, PhD. (Puana ka ‘ike Lecture Series)(complete worksheet)

Unit 2: Nā Leo ‘Aumakua: Native Languages: The Voice of the Ancestors

“I ka ‘ōlelo ke ola, i ka ‘ōlelo ka make.” ‘Ōlelo No‘eau #1191.

(In the Word there is Life, in the Word there is Death. [referring to the power of words])

(1/30) Native languages and Cultural Significance. Introduction to Hawaiian and Polynesian Languages:
Readings:

- “Introduction” & “The Language of African Literature” excerpt from Decolonising the Mind. wa Thiong‘o
- “Te reo Māori: Origins and development of the Māori language” Moorefield and Johnston
- “A Timeline of Revitalization.” (‘Aha Pūnana Leo)
- Language comparisons and similarities. (handout)
- VIDEO: “‘Auhea ‘oe e ke kumu?”
- VIDEO: “Ka Leo ‘Ōiwi: episode #1” (complete worksheet)

(2/4) Language as a Tool of Resistance & The Future of Hawaiian Language: What is Pūnana Leo/Kula Kaiapuni (Hawaiian Language Immersion Pre-school & Immersion public schools (D.O.E.)

Readings:

- “E Ola Mau Kākou i ka ‘Ōlelo Makuahine: Hawaiian Language Policy and the Courts” Lucas
- VIDEO: “Ka Leo ‘Ōiwi: episode #2” (complete worksheet)
- VIDEO: “Ka Leo ‘Ōiwi: episode #3” (complete worksheet)

(2/6) Correct pronunciation of Hawaiian and Hawaiian Non-Verbal Communications and the History of Pidgin: Hawaiian place names and commonly mispronounced words. Chiefly names and geographic terms. How mispronunciation affects meaning and cultural implication. Proper spelling pronunciation and basic grammatical patterns. Facial expressions and body language. Cross cultural misconceptions of underlying Hawaiian cultural assumptions that make for modern situations of miscommunication, especially in the classroom setting. Evolution of pidgin in Hawai‘i, and its development throughout the years.

Readings:

- “Pondering Pidgin” Tsai
- “Hawaiian Nonverbal Communication: Two classroom applications” Anthony
- VIDEO: “Mary Ann Pahukoa - ‘Ulu‘ulu: The Henry Ku‘ualoha Giugni Moving Image Archive of Hawai‘i”
- VIDEO: “Rap’s Hawai‘i” (Aunty Marialani's dialogue)
- VIDEO: “Moke Action”
- VIDEO: “Pidgenology”
- VIDEO: Pidgin: The Voice of Hawai‘i”

(2/11) Exam 1 (Units 1 and 2)

Unit 3: Ho‘omana: Native Spirituality as the Science of Ceremony: Ākua (deities) as elements and Temples as sacred spaces

“E nā kini Ākua, ka lehu Ākua, ka puku ‘i Ākua.” ‘Ōlelo No‘eau.

(Oh, the 4,000 deities, the 40,000 deities, and the 400,000 deities. [referring to the multitude of ancestral divinities and their teachings.]

(2/13) Deities of Hawai‘i and Moananuiākea: Spirituality in every aspect of the cosmos, sanctity of the land and sea, Pono behavior. Cosmogonic Genealogies of Ka pae ‘āina o Hawai‘i and Aotearoa. Kumulipo, Ākua and ‘Aumākua, Wākea/Rangi and Papahānaumoku/Papatūānuku, Tangaroa, Tāne, Rongo, and Tū, Hina and Haumea.

Readings:

- “Kumulipo” Kame‘eleihiwa
- VIDEO: “Mo‘okūauhau: The Development of Environmental Kinship” Ka‘eo (part I) (complete worksheet)
- Ha‘awina: “Mo‘okūauhau: The Development of Environmental Kinship” Ka‘eo (part II) (complete worksheet)
- “Ngā poropiti me ngā Hāhi” Stenhouse and Paterson (complete worksheet)
- VIDEO: “Pele’s Appeal” (complete worksheet)

(2/18) Akua & Kinolau, Heiau & Spiritual Realms: 10 Principle deities of Hawai'i and their kinolau (physical manifestations). Chiefly spirituality vs. the 'Aumākua worship of the maka'āinana. Role of the Kahuna class. 'Aikapu: sanctity of food as a sacrifice to the Gods. Lunar calendar regulates worship. A look at the different types of heiau (temples of worship), as well as the different spiritual realms.

Readings:

- “The Spirit World” & “Places of Worship and Rituals” Kamakau (complete worksheets)
- MAP QUIZ 2: Nā moku o ka Moananuiākea 1.
- **1st Island profile due.**
- VIDEO: (in class): “Haumea – Establishing Sacred Space, Female Ceremonies and Heiau” (44mins) by Kalei Nu'uhiwa (complete worksheet)
- Music Video: Maisey Rika “Tangaroa Wakamautai”
- 10 PRINCIPLE DEITIES OF HAWAI'I and their KINOLAU (handout)

(2/20) Patterns of Religious Change: Missionization, conversion and syncretism. Struggles for Religious continuity and the Divinity of the Natural World: A look at the conflict between Native religion and Western values.

- VIDEO: “Shark Callers of Kontu” (complete worksheet)

Unit 4: Papahānaumoku: Land as Ancestor and the Physical Environment
“He ali 'i ka 'āina, he kauwā ke kanaka.” ‘Ōlelo No 'eau #531.
(The Land is Chief; Man is her servant.)

(2/25) The Natural Environment of the Pacific: Geologic origins, High islands vs. low atolls, climate and weather patterns, and biogeography. Unique Aspects of Hawai'i's Natural Environment: Discussion of diversity in climates (micro-climates), wai (water), bio-diversity (endemic & endangered species).

Readings:

- “Climate Change in Hawai'i's Mountains” Giambelluca and Luke 2008:1-11. (complete worksheet)
- “Geology” Fryer and Fryer 1999:33-42. (complete worksheet)
- Wahi pana (complete worksheet)
- VIDEO: “Ahupua'a, Fishponds and Lo'i.”
- MAP QUIZ 3: Nā moku o ka Moananuiākea 2
- **2nd Island profile due**

(2/27) Ahupua'a and Wahi pana. Kalo, the Lo'i, and traditional Hawaiian water rights: The system of the lo'i (taro patch) and the importance of the wai (water). A look at the Ahupua'a system and how it was self-sustaining, from mauka (mountain) to makai (sea).

Readings:

- Review maps and diagrams handouts
- VIDEO: “Ahupua'a, Fishponds and Lo'i.” (continuation)
- VIDEO: “Half Life”

(3/4) Pacific Wide Environmental Issues: Discussion of contamination and health problems resulting from nuclear testing, military live firing and the dumping of toxic wastes.

Readings:

- “Use of Islands by Armed Forces Leaves Few Stones Unturned” Tummons
- “Papatūānuku” Williams 2004:50-60. (complete worksheet)
- VIDEO: “Half Life” (continuation) (complete worksheet)

(3/6) Exam 2 (Units 3 and 4)

*Unit 5: Hana No‘eau: Artistic Excellence and Visual Culture. Hō‘ailona Akua: Art as Ancestral Symbols.
“He hō‘ike na ka pō.” ‘Ōlelo No‘eau #587.*

(A revelation of the Night, referring to Revelations from the Ākua (deities) in dreams, visions, and omens.)

(3/11) Hana No‘eau as a reflection of the environment: Creative uses of the environment to create skilled works from wood, feathers, weaving, bark cloth, decorations.

Readings:

- “Featherwork and Clothing” Webb
- “Ngā mahi toi” Harrison, Te Kanawa and Higgins (complete worksheet)
- VIDEO: “Legacy of Excellence” (complete worksheet)
- MAP QUIZ 4: Nā moku o ka Moananuiākea 3
- **3rd Island profile due**

(3/13) Function, purpose and aesthetics of Hana No‘eau: Hana No‘eau as a reflection of Hawaiian Society?

Readings:

- VIDEO: “Exploring the Natural Uses of Samoan Fibers” Percival
- Hana No‘eau Mā‘awe powerpoint presentation.

(3/18) Hula & Mele: Dance, chant and musical instruments. Importance of poetry and chant in traditional dance.

Readings:

- “Ngā mahi a Tāne-rore me Te Rēhia: Performing Arts” Matthews and Paringatai (complete worksheet)
- VIDEO: “Holo Mai Pele” and “Dances of Life” (complete worksheet)

(3/20) Contemporary Oceanic poetry and film: Modern interpretations of Native Hana No‘eau. Examples of Moananuiākea poetry and prose as a vessel of mo‘olelo (stories) to address important issues like culture, politics, history and identity.

Readings:

- “Deep River Talk” Tuwhare
- “Kaulana Nā Pua a.k.a. 1893” Slam poetry by Jamaica Osorio.
- The Poetry of Karlo Mila”
- “Art and Poetry by Tracey Tawhiao”
- “Whetu Moana” Wendt, Whitiri and Sullivan (editors)
- “Fa‘afetai Sugar Shirley” from “Where We Once Belonged” Figiel
- “Mauri Ola” Wendt, Whitiri and Sullivan (editors)
- “thespacebetween: Negotiating Culture, Place and Identity in the Pacific” Tamaira (editor)
- “‘Ōiwi 4: A Native Hawaiian Journal” ho‘omanawanui (editor)

- SHORT FILMS: (print out list of short films)
- ***Extra credit opportunity (10 possible points): WRITE AN EXTRA REACTION PAPER FROM A UNIT 5 ARTICLE, MOVIE OR CHOOSE 3 POEMS AND ANALYZE. =10 possible points.
- Deadline: April 1.

(March 24-28 is a holiday, no school)

- (4/1) Facets of Visual Culture in Moananuiākea: An episode of Tagata Pasifika exploring the origin, history and evolution of Tātatau of Sāmoa. Exploring Hawaiian Language Newspaper research into Kākau Uhi of Hawai‘i.

Readings:

- “He kiko maoli nō: Kākau Uhi powerpoint presentation. (complete worksheet)
- VIDEOS: “Tātatau: A Journey” and “Skin Stories” (complete worksheet)

Unit 6: Ka wā ma mua: Historical Overview
“Na ‘e‘epa o Waolani.” ‘Ōlelo No ‘eau #2206.

(The ‘e‘epa of Waolani. [This saying applies to anyone whose ways are incomprehensible])

- (4/3) Overview of European colonialism in Oceania: Christianity, Capitalism and constitutionalism.

Readings:

- “A synopsis of Traditional Hawaiian Culture” Kame‘eleihiwa (complete worksheet)
- “Te tūtakitanga o ngā ao e rua: Early contacts between two worlds” Olssen and Reilly (complete worksheet)

- (4/8) America’s role in the “Overthrow” and the Native Hawaiian Response.

Readings:

- Excerpt from “Hawai‘i’s Story by Hawai‘i’s Queen” Lili‘uokalani
- “Chronology of Resistance to Annexation 1887-1898” Silva
- “The 1897 Petitions Protesting Annexation” Silva
- VIDEO: “Kaulana Nā Pua” (Project Kuleana)
- Print out: “Kaulana Nā Pua” lyrics
- VIDEO: “Act of War”

Unit 7: Kū i ka mana o nā kūpuna: Modern issues in Moananuiākea
“Ua mau ke ea o ka ‘āina i ka pono.” ‘Ōlelo No ‘eau #2829.
(The sovereignty of the Land is perpetuated by righteousness.)

- (4/10) Legacies of Hawaiian Nationalism:

Readings:

- “Imperialism and Native Self-Determination” Trask
- “Te mana o te tangata whenua: Indigenous assertions of sovereignty” Ka‘ai

- (4/15) **CURRENT ISSUES PRESENTATIONS

(4/17) **CURRENT ISSUES PRESENTATIONS

(4/22) **CURRENT ISSUES PRESENTATIONS

(4/24) Contemporary Land Issues and Claims:

Readings:

- VIDEO: “Mauna Kea: Temple under Siege”
- “Te Tiriti o Waitangi” Hayward
- VIDEO: “Treaty of Waitangi”

(4/29) Similarities, Unrest and Militarization in Moananuiākea: Diverse problems faced by Moananuiākea, contemporary struggles for sovereignty, various groups and points of contention with colonial governments.

Readings:

- “A Brief Overview of Militarization and Resistance in Hawai‘i” Kajihiro
- VIDEO: “Kaho‘olawe: Aloha ‘Āina” and “George Helm”

(5/1) Contemporary Hawaiian Sovereignty and Self-Determination Movements. “Forms of Self-Determination”. A Hawaiian proposal for self determination and sovereignty based on the American Indian model of nation within a nation. As well as, addressing the illegal occupation of Hawai‘i through International Law.

Readings:

- “Forms of Self-Determination”
- “Kana‘iolowalu: Act 195”
- “Hawaiian Kingdom Government” David Keanu Sai, PhD
- VIDEO: “The Myth of Ceded Lands” pt. 1 by David Keanu Sai, PhD

(5/6) Final Exam Review.

(5/13) Final Exam (Units 5, 6, and 7)