HWST 222 Mā‘awe No‘eau: Hawaiian Fiber Arts

3 Credits (CRN 63259)
HALE A‘O 107
T TH 10:00am to 12noon

INSTRUCTOR: Lufi A. Luteru
OFFICE: Hale A‘o 105
OFFICE HOURS: Thursdays 8am to 9pm
EMAIL: lufi@hawaii.edu
EFFECTIVE DATE: Spring 2015

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>
</tr>
</thead>
<tbody>
<tr>
<td>Ulana lauhala</td>
<td>1. Students will be taught how to develop project designs</td>
</tr>
<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>
</tr>
<tr>
<td>Iwi kūpuna</td>
<td>3. Students will learn about the tools necessary to completing their project</td>
</tr>
<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>
</tr>
<tr>
<td>Hana kapa</td>
<td>5. Students will learn how to finish and detail their projects</td>
</tr>
<tr>
<td>Wauke (mea kanu)</td>
<td>6. Students will learn and retain chants significant to hana mā‘awe and cultural practice.</td>
</tr>
<tr>
<td>‘Olena (mea kanu)</td>
<td>7. Students will keep a detailed Learning Text for all projects learned this semester.</td>
</tr>
<tr>
<td>‘Ohe kāpala</td>
<td>8. Students will learn to research primary resources like the Hawaiian language newspapers.</td>
</tr>
<tr>
<td>Kōkō pū‘ālu</td>
<td></td>
</tr>
<tr>
<td>Hiʻa</td>
<td></td>
</tr>
<tr>
<td>Hana ‘oai/’owai</td>
<td></td>
</tr>
<tr>
<td>Hīna‘i ho‘omoe i‘a kō</td>
<td></td>
</tr>
<tr>
<td>‘Ie‘ie (mea kanu)</td>
<td></td>
</tr>
</tbody>
</table>

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 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.

**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.

**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 12th).

**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 2015

“O ke kahua mamua, mahope ke kūkulu.”

(ʻōlelo noʻeau #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 13 – February 5:

   • Introductions and Syllabus review. Powerpoint on lauhala. Intro to Nūpepa Hawaiʻi.
   • Watch: Haumea lāua ʻo Moemoeaʻaliʻi. [http://www.kamehamehacommunitycollege.org/]
   • Watch: “Exploring the natural uses of Samoan fibers”
   • Haʻawina: Watch “Na wai e hoʻōla i nā iwi? Who will save the bones?”
   • Haʻawina: Read “Rooted in Native Soil” by Edward Halealoha Ayau
   • Haʻawina: Visit Hui Malama i Na Kupuna o Hawaiʻi Nei website.
     [http://huimalama.tripod.com]
   • Materials cost: $50.00 due January 20th (bring exact change)*
   • Demo: Prep: Gathering, Cleaning and Cutting Techniques.
   • Mālama ʻĀina.
   • Read all Moʻolelo in “Lauhala” section of Lauhima and take notes on important terms, people, stories. Include your notes in your Learning Text. Learn oli/pule “E hō mai” and “Nā ‘aumākua”.
   • Project: 1 (half) Hīnaʻi lauhala. **note: your hīnaʻi will be given to “Hui Mālama I Nā Kūpuna O Hawaiʻi Nei” for our iwi kūpuna.
   • Studio Work Time.
   • Haʻawina: Watch “Papakū Makawalu” (pt. 1) by Dr. Pualani Kanakaʻole Kanahele
   • Haʻawina: Watch “Papakū Makawalu” (pt. 2) by Dr. Pualani Kanakaʻole Kanahele
     [www.vimeo.com/4621621]. Complete worksheet, “Papakū Makawalu, pt. 2)
   • 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 nūpepa.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 nūpepa article in your Works Cited. Here is an MLA example to follow from my M.A. Thesis:


HWST 222 – Kumu Lufi A. Luteru
SPRING 2015 (WCC)
Due on the following dates:
Completed hīna‘i lauhala: Feb. 5
Exam #1: Feb. 5
Cultural research paper: Feb. 7 via email.
Completed learning text: Feb. 10

IMPORTANT NOTE: WE WILL START TO HARVEST, CLEAN, PREP AND SOAK WAUKE ON January 27th (WAUKE NEEDS TO SOAK FOR at least 1 WEEK PRIOR TO OUR FIRST SCHEDULED DATE FOR “KAPA”)

2. Kapa (paper mulberry bark cloth):
February 10th – March 5th:

- Powerpoint: Kapa; Background and process.
- Learn oli “E Kānehōʻālani”.
- 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.
- Demo: Preparation of wauke (Jan. 27) 1st beating (Feb. 10) Watermarks.
- Hawaiian dyes and implements/printing. ʻOhe kāpala. (*NOTE: haumāna need Exacto blade to carve out the design of their ʻohe kāpala).
- Project: Kapa Piece.
- Studio Work Time.
- Haʻawina: Cultural Research Paper – cultural research significant to this fiber media (kapa, kapa tools, ʻohe 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 ʻohe kāpala: March 5
Exam #2: March 5
Cultural research paper: March 7 via email.
Completed learning text: March 10
3. Kōkō pū‘alu (carrying net):
March 10 – April 2: (*note: March 23-27 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).
- Project: Kōkō pū‘alu (basic carrying net).
- Mālama ‘Āina.
- Studio Work Time.
- Ha‘awina- Cultural Research Paper – cultural research significant to this fiber media (different types of carrying nets, netting for ‘ahu‘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 2
Exam #3: April 2
Cultural research paper: April 4 via email.
Completed learning text: April 7

4. ‘oai/‘owai kō (twined reed basket):
April 7 – May 5:

- Learn chant “E ulu”.
- Read all Mo‘olelo in “‘Oai/‘Owai” section of Laulima and take notes on important terms, people, stories. Include your notes in your Learning Text.
- Project: hīna‘i ‘oai/‘owai kō.
- Mālama ‘Āina.
- 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 ʻi ʻoai/ʻowai kō: May 5. Final Hōʻike (bring all mea noʻeau that you made this semester, share experience with class), potluck.
  - Exam #4: May 12 (Final Exam) 10am to 12noon.
  - Cultural research paper: May 8 via email.
  - Completed learning text: May 5

### LEARNING RESOURCES

**NOTE:** all supplies below must be purchased and/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 ʻohe kāpala)
- 1-Exacto blade w/handle (to carve ʻohe kāpala)
- 1 or 2- old credit card/debit card/thick gift card
- 1-old container with a lid (about Zippy’s gallon chili size)
- 1-old towel
- 1-butter knife (not a plastic one)

- $50.00 for Materials cost. (see below) due by January 20. *(bring exact change)*

The Materials cost includes the following:
- A roll of masking tape
- Clothespins (at least 20)
- Scissors
- Small water bottle
- one blank piece of ʻohe (for your ʻohe 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, ʻie kūkū, blades for lauhala cutting boxes etc.), potting soil and pots for mālama mea kanu māʻawe.
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):

- 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)
- old towel (bring from home)
- butter knife (not plastic) (bring from home)

Hana Kapa (paper mulberry bark cloth):

- Double-sided drop cloth
- Zippy’s chili sized container with lid (bring from home)
- Potato peeler
- Xacto blade with handle (bring your own)
- Utility knife (bring your own)
- Bamboo section (split for ‘ohe kāpala blanks to carve)
- Fresh ‘olenia (to dye kapa)
- Kua kapa (HWST at WCC)
- Hohoa (HWST at WCC)
- ‘Ie’ie kuku (HWST at WCC)

Kōkō pūʻalu (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 ʻAkoakoa 213 for more information.
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
Ancient from the rising to the setting sun
Mai ka hoʻokuʻu iā ka hālāwai
From the zenith to the horizon
Nā ‘aumākua iā Kahinakua iā Kahinaʻalo
Ancient 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 paeʻaina 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
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 ‘ōhiʻa, laukoa, me ka ‘ieʻie
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 ahi ‘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:
Kūkeolo’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 pu’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 koholá
ka nai’a