

Syllabus for Hawaiian Studies 107: Hawai`i the Center of the Pacific (CRN: 63092)

Kumu: Kameha`iku Camvel

Office Hours: By Appointment: 358-1354

Email: donnaono@hawaii.edu

FALL 2016: M/W, 1:00 to 2:15 pm.

Aloha Mai Kākou E Nā Haumāna

This course will provide you with an introduction to the, language, religion, art environment, history, and modern issues of Hawai`i and the Pacific. In the discussion of the social, cultural, economic and political contexts of Hawai`i and the Pacific as an academic field, we will examine various sources of information and have a dialogue that expresses our own mana`o (insights) in regards to Indigenous or kānaka `ōiwi (Native Hawaiian) perspectives of Hawai`i and Oceania. In Hawaiian culture, knowledge is acquired through kuleana (right, privilege, concern & responsibility). By learning about nā mea Hawai`i (things Hawaiian), we take on responsibility to the `āina (land), and the kānaka `ōiwi (native peoples) who have transmitted ancestral knowledge through generations.

Throughout the semester we will contemplate our own kuleana as students, teachers, and people, we who call Hawai`i home and what that means. Upon successful completion of HWST 107, nā haumāna should:

- Be knowledgeable about Pacific geography, the origins, navigation skills and migration settlement within Polynesia as well as Melanesia and Micronesia.
- Understand the similarities and differences between the cultures and histories of Oceanic or Pacific peoples through the study of languages, religious traditions, artistic accomplishments, material culture in addition to political, social and economic developments.
- Demonstrate an understanding of the Pacific's physical environments and its role in shaping culture, providing sustenance, as well as the impacts of an increasingly altered environment (s) in the modern period.
- Explore the importance of land to island civilizations and trace its tenure historically, from ancient chiefdoms, through European colonization and contemporary challenges arising from the loss of land, religious conversion, and modernity.
- Demonstrate knowledge of the comparative effects of colonization on Pacific Peoples and the similarities and different nationalist movements throughout the Pacific.
- Demonstrate a familiarity with a variety of texts that make up the knowledge and traditions of Hawai`i and the Pacific including literature, visual and tactile expressions of those cultures.

**Required Course Materials:**

ALL REQUIRED READINGS FOR THE COURSE WILL BE AVAILABLE ONLINE AT <http://laulima.hawaii.edu>.

A study guide will be handed out to you on the first day of class. The purpose of this guide is to provide discussion questions that you should use alongside your assigned reading. Also included in the guide are all handouts for the course, of which you will either work on or which will be included the exams. **Please bring your study guide to every class.**

**Attendance:**

**CLASS ATTENDANCE IS MANDATORY.** You will start out with 100 points for attendance which will be taken daily. Unless you are excused or have an unavoidable or catastrophic event occur, my expectation is that you will be in class as scheduled. Five (5) points will be deducted for each unexcused absence. An unexcused absence is:

- Failure to notify your kumu by email **before class begins.** If you wake up sick or have an emergency, please send me an email and let me know so I don't have to guess, worry, or make assumptions.
- If you are ill for more than two successive class sessions, please have a doctor's note for me upon your return.

As a reminder; *it is the student's responsibility to contact the instructor if you are experiencing illness, serious difficulties, family or personal issues. It will also be the student's responsibility to get lecture notes, handouts, or assignments for any missed classes.*

**HAND-WRITTEN PAPERS WILL NOT BE ACCEPTED.**

**Examinations:**

There will be three exams and four map quizzes.

- Each exam will cover specific units of the course. These exams may take on different forms (written, presentation, seminar discussion, student group lecture, etc.) and will be determined by the kumu.
- There will be 4 map quizzes (Polynesia, Melanesia, Micronesia and Hawai'i).

**Grades:**

Attendance	100 points
Exam I	100 points
Exam II	100 points
Exam III	100 points
Map Quizzes	100 points

---

Total Points

Your final grade will be determined by the number of points you accumulate in this class using the following scale:

- A= 450-500
- B= 399-449
- C= 348-398
- D= 297-347
- F= 296 and below

Extra Credit: Opportunities may be offered for extra credit by the instructor

**Plagiarism and Cheating:**

The University of Hawai`i policy applies here. If you are caught cheating or plagiarizing, action will be taken against you as per the Student Conduct Handbook. If you need help or are having problems, please talk to the instructor before you take an exam.

**Important Notes:**

1. This class will explore the culture, history, and modern issues of Native Peoples in the Pacific or Oceania and may reflect different cultural values in regards to family structure, sex, religion, the military, and other issues than those you currently possess therefore, please come and see me if it is difficult for you to reconcile course material or discussions with your own value system.
2. Any student who feels that they may need an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss your specific needs.

**General House Rules:**

As a student of the University of Hawai`i Mānoa, you are expected to conduct yourself as adults on campus and while in the classroom at all times. You may review the University of Hawai`i Student Conduct Code for the specifics. The expectations of behavior for this class are:

1. Be considerate and respectful to your Instructor, guest lecturers, and fellow students.
2. No smoking of any kind is permissible in class.
3. No sleeping in class.
4. Participation is expected, let us create and maintain an environment that provides for that.
5. **ALL CELL PHONES MUST BE TURNED OFF PRIOR TO ENTERING CLASS.**
6. **LAPTOPS MAY ONLY BE USED FOR COURSE ACTIVITIES.**
7. Please refrain from unnecessary talking during class time unless class related.
8. Our classroom is a pu`uhonua or a safe zone. Let our behavior ensure that it is always so.

<p style="text-align: center;"><b>HAWAIIAN STUDIES 107 FALL 2016 SCHEDULE OF TOPICS</b> <b>Monday &amp; Wednesday</b> <b>1:00 to 2:15 PM</b></p>
<p>8/22: Ho`olauna/Introductions, Course Introduction, Syllabus, Study Guide, E Ho Mai, Film: <i>The Story of Stuff</i></p>
<p><b>UNIT 1: Origins, Migrations &amp; Traditional Cultural Values:</b> Ua Hānau Ka Moku, A Kupu, <i>The Island was Born and it Grows: Referring to the land as an Ancestor for Kānaka Maoli Native Hawaiians</i>) and of <i>Ka Lāhui Hawai`i</i> the Hawaiian People).</p>

8/24: **Pacific Migrations:** Introduction to various theories of migration and methods of navigation. Survey of the Polynesian Triangle (Hawai'i, Rapa Nui Aotearoa) and the islands in between. Cultural differences between western and eastern Polynesia. What is the source for the information? Source defines point of view.

Readings: *Our Sea of Islands*, Epeli Hauofa  
*The Way Finder*, Will Kyselka  
Film: *Papa Mau, the Wayfinder*

8/29: **Traditional Society – Ali'i Nui and Maka'āinana:** Pyramidal societal structure of Akua (gods) 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. Similarities in Polynesia. Mauka-makai exchange systems for farmers and fishermen. Le'ale'a philosophy as celebration of life, importance of `Ohana, avoidance of conflict, generosity and sharing of resources, aloha as a two way street. Example of the Story of `Umi.

Readings: *The Story of `Umi*, Kamakau.  
*Traditional Hawaiian Metaphors*, Kame'eleihiwa  
*Te Ao Maori, Maori World View*, Ka'ai-Higgins

**UNIT 2: Na Leo `Aumakua: Native Languages: The Voice of the Ancestors.** I Ka `Ōlelo Ke Ola, I Ka `Ōlelo Ka Make: In the Word there is Life, in the Word there is Death, referring to the power of words.

8/31: **Pacific Languages & Polynesian Linguistics, Sound Comparisons, History of Banning Native Languages:** Evidence of migrations, theories of change, the Malayo-Polynesian base. Linguistic groupings in Oceania. Great diversity in Melanesia and Polynesia; great similarity in Polynesia. Language as the key to culture and its revitalization. What is the "Cultural Bomb?"

Readings: *UN DRIP 2008: 7-8: A 14-17.*  
*Decolonizing the Mind*, Ngugi Wa Thiongo  
*Hawaiian Language Policy and the Courts*, Lucas  
*Origins of Maori Immersion Program*, Moorfield & Johnston

9/7: **Introduction to Hawaiian and Changes in the Language:** Customary and Contemporary Use of Hawaiian Language. The Importance of Pronunciation, Tone, and Inflection. Kaiapuni Hawaiian Language Immersion Schools and `Aha Pūnana Leo Preschools. Why are Immersion and Charter Schools important?

**MAP QUIZ #1: THE HAWAIIAN ISLANDS, THEIR CAPITOL CITIES AND THEIR MOUNTAIN NAMES.**

Readings: *The Power & Politics of Language*, Ka'ai

Pūnana Leo  
Kula Kaiapuni  
Film: *Auheā 'Oe E Ke Kumu?*

9/12: **The Future of Hawaiian Language: Native Hawaiian Resurgence and Revitalization.**

Readings:

Discussion: Where Is Hawaiian Language Today?

**UNIT 3: Ho`omanamana: Native Religions as the Science of Ceremony: Gods as Elements and Temples as Sacred Spaces for Learning about Gods.** E Nā Kini Akua, Ka Lehu Akua, Ka Puku`i Akua: Oh the 4,000 Gods, the 40,000 Gods, and the 400,000 Gods, referring to the multitude of ancestral divinities and their teachings.

9/14: **Patterns of Religious Change**: Discussions of the functions of ancestors and Gods in cultural integrity and continuity; Religion in every aspect of the cosmos, sanctity of land and sea, Pono behavior. Great diversity of belief in Melanesia and Micronesia; great similarity in Polynesia. Changes in these upon Western contact.

Readings: *UN DRIP; 5-7, A 8-13.*  
*The Center of the Triangle*, Buck  
*Kumulipo*, Kame`eleihiwa

9/19: **Pacific Religions, Polynesian Gods, and Pele Migrations**: Cosmogonic Genealogies, Akua and `Aumakua, Wākea/Rangi/Papatuanuku, Tangaroa, Tāne, Rongo, Tū, Hina and Haumea. Mana, kapu and dualism. Migratory Gods and Chiefs: Pele and Pa`ao. Did Hawaiians come from Tahiti or did Tahitians come from Hawai`i? Traditions of Taputapuātea, Ra`iatea versus Tahiti; Ariki versus Manahune.

Readings: *Hawai`inuiakea Cousins*, Kame`eleihiwa  
*The Hub of Polynesia*, Buck  
*God Comparison Chart*  
*Map of Ra`iatea and Tahiti*  
Film: *The Deadlands*

9/21: Film: *The Deadlands Part 2*

9/26: **Religious Continuity in Hawai`i**: A look at the conflict between Native religion and Western values. Class discussion to follow.

Readings: *Wao Kele o Puna*, Cultural Survival Quarterly  
Film: *Pele's Appeal*

**9/28: EXAM #1, UNITS 1 – 3**

**UNIT 4: Papahānaumoku: Land as Ancestor and the Physical Environment: He Ali`i Ka**

`Āina, He Kauwā Ke Kanaka, *The Land is Chief, Man is her Servant*; Land has no need for man, but man needs the land and works it for a livelihood.

10/3: **Traditional Hawaiian Delineations of Environment**: Mālama `Āina, Aloha `Āina. Relational aspects between akua, `āina and kānaka. Traditional and customary practices of Kānaka `Ōiwi and similarities with other Pacific cultures.

10/5: Film: *Ahupua`a, Fishponds and Lo`i*.

10/10: Film: Continuation of Part 2

10/12: **Hawaiian Irrigation Systems and Fishponds**: Mālama `Āina, living in harmony with the land who is the elder sibling. An examination of growing kalo (taro) through the use of `auwai (stream diversion) and lo`i. Interaction between lo`i and fishponds. Various methods of constructing fishponds.

Readings: *Dynamics of Production Intensification in Pre-contact Hawai`i*, Kelly  
*The Use of Water for Food*  
Film: TBA

10/17: **Climate Change and the Effects on Oceania and Hawai`i**

Readings:

### **MAP QUIZ #2: MICRONESIA**

**UNIT 5: Ho`ailona Akua: Art As Ancestral Symbols: He Ho`ike Na Ka Pō: A Revelation of the Night, referring to Revelations from the Gods in dreams, visions and omens.**

10/19: **Survey of Pacific Art Styles and Discussion of Continuous Art Forms Persisting from Ancient to Modern Times**: Overview of terms: Traditional, Modern, Art, Craft. Creative uses of the environment to create art: wood, feathers, weaving, bark cloth decorations and tattooing.

Readings: *UN DRIP, 11-12, A 31-32*.  
*Mea No`eau*, Young  
*Carving A Hawaiian Aesthetic*, Dudoit  
Film: *Skin Stories*

10/24: **Pacific Performing Arts**: Overview of dance, chant, orature, music and musical instruments. Difference between Hula Kahiko and Hula `Auwana.

Readings: *History of Hula*, Kanahale  
*Nga Mahi a Taneroa me Te Rehia, Performing Arts*, Matthews & Paringatai  
*Hula As Resistance*, Kamahale  
Music  
Film: TBA

10/64: **Pacific Visual Arts:** Carving wood and stone, Tapa Making: prints, dyes, tools, uses. Weaving: pandanus, ti leaf, makaloa, loulou, banana, bamboo. Lei making: hili, haku, wili, kui. Other fibers used: `aha, `olonā, hau. Students may learn the difficulty of simple fiber production by participating in a creative exercise.

Readings: *Feather Work and Clothing*, Webb  
*Nga Mahi Toi: The Arts*, Harrison  
Film/Exercise: TBA

### 10/26 EXAM #2, UNITS 4 & 5

**UNIT 6: Ka Wa Ma Mua: Historical Overview:** Na `E`epa O Waolani: The `E`epa of Waolani. This saying applies to anyone whose ways are incomprehensible

10/31: **Native Reaction to Initial Meeting with Westerners:** Case study of the New Guinea Highlanders in the 1930s.

Readings: *UN DRIP 8-9, A 18-24*  
*Early Contacts Between Two Worlds*, Olssen & Reilly  
Film: *First Contact*

11/2: **Western Powers in the Pacific:** Survey of major colonial forces, Spanish, Portuguese, British, French, German, American, and their impact on Native Peoples throughout the various Pacific regions. Explorers, traders, missionaries, imperialists as part of the historical pattern. Examination of different areas in the Pacific conquered by specific Western nations, Christianity, Capitalism, and Present political status.

Readings: *Outline of Western Expansion in the Pacific*  
*Defining Colonization, Racism, Imperialism & Prejudice*  
*Synopsis of Events in Hawaiian History*, Kame`eleihiwa  
*The Social History of A Plantation Town*, Merry

### 11/7: NO CLASS: ELECTION DAY

11/9: **Native Response to Western Intrusion:** Foreign disease, massive depopulation means loss of Pono, Christian conversion, capitalism and colonialism. Hawai`i as an example: arrival of Captain Cook in 1778. Breaking of the `Aikapu religion, American missionaries, conversion via Keopuolani and Ka`ahumanu. Foreign capitalist pressures and sandalwood trade.

Readings: *Transformation of Pono*, Kame`eleihiwa  
*Letter of Petition to Kamehameha III, The Premier (Kekauluohi) and*  
*All the Hawaiian Chiefs in Council Assembled*, The Friend (newspaper)  
*The Treaty of Waitangi*

### MAP QUIZ #3: MELANESIA

11/14: **Overthrow of the Hawaiian Kingdom:** Discussion of the events that led to the overthrow of Queen Lili'uokalani and the part played by the American Military.

Readings: *Introduction From A Native Daughter*, Trask  
*The Blount Report*, Blount  
*The 1897 Petitions Protesting Annexation*, Silva  
Film: *Act of War*

**UNIT 7: O Nā Kūpuna: Modern Issues in the Pacific.** Ua Mau Ke Ea O Ka Āina I Ka Pono:  
*The Sovereignty of the Land is Perpetuated by Righteousness.*

11/16: **Modern Native Hawaiian Land Issues:** Problems that modern Hawaiians have regarding loss of land arising out of colonialism and historical change. Tourism pros and cons.

Readings: *UN DRIP 4-5, A 1-7, Page 12 -13, A 33-37, Page 13-15, A 38-46.*  
*Birth of the Modern Hawaiian Movement*, Trask  
Film: *Sand Island Story*

11/21: **Similarities in Pacific Unrest – New Caledonia, Belau, Hawai'i and Micronesia:**  
Diverse problems faced by Pacific islands, pros and cons of Militarism in the Pacific, groups and points of contention with colonial governments.

Readings: *Trust Betrayed*, Robie  
*Lovely Hula Hands*, Trask  
Film: TBA

11/23: **The Hawaiian Renaissance:** What is the Hawaiian Renaissance? Has there been a second Renaissance?

Power Point Presentation and Lecture

11/23: **Pacific Decolonization, Hawaiian Self Determination & Independent Pacific Nations:**  
A Hawaiian proposal for self-determination and sovereignty based on the American Indian model of nation within a nation status as proposed by Ka Lāhui Hawai'i, a Native initiative for self-government.

Readings: *UN DRIP 1-15*  
*Te Mana o Te Tangata Whenua –Indigenous Assertions of Sovereignty, Ka'ai*

11/28: **THE UNITED NATIONS AND THE DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES:** What is the United Nations? What does the UN DRIP or the United Declaration on the Rights of Indigenous Peoples do for Hawai'i?

Readings: UN DRIP.



Guest Speaker:

11/30: **Kanaka `Ōiwi Self-Governance:** What is Self-Determination? What is the Difference between De-occupation and De-colonization? What is Federal Recognition? What are the Hawaiian Kingdoms all about?

Guest Speaker

12/5: **Pathways to Native Hawaiian Self Governance:** What is Na`i Aupuni? Who and What is Aloha `Āina? What are We Doing and Where Are We Going?

Discussion on Native Hawaiian Self-Governance

**12/7: LAST DAY OF INSTRUCTION**

**MAP QUIZ: POLYNESIA**

**EXAM REVIEW**

**PA`INA**

**FINAL EXAMS: 12/12/16 1:00 PM to 3:00 PM**