

Syllabus for Hawaiian Studies 107: Hawai`i the Center of the Pacific  
Kumu: Kameha`iku Camvel  
Office Hours: By Appointment  
Email: donnaono@hawaii.edu  
SPRING 2016: M/W: 10:00 to 11:15 AM

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 with Pacific geography, the origins and patterns of migrations and the settlement of Melanesia, Micronesia and Polynesia.
- Understand the similarities and differences between the cultures and histories of Pacific peoples through the study of languages, religious traditions, artistic accomplishments, material culture and political economic development.
- Demonstrate an understanding of the Pacific's physical environments and its role in shaping culture, as well as the effects of increasingly altered environments 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>.

**Attendance:**

CLASS ATTENDANCE IS MANDATORY.

Attendance will be taken daily. You have up to 3 missed days without penalty. For each missed day after that 15 points will be deducted from your accumulated points at the end of the semester.

It is the student's responsibility to contact the instructor if you are experiencing illness or difficulty. It will also be the student's responsibility to get lecture notes and assignments for any missed classes.

**Papers: Reaction, Essay**

As assigned, all papers written for this course will comply with criteria given to you by the instructor. Papers will have a minimum number of required pages, a bibliography, and citations throughout the paper. Assignment and due dates will be given by the instructor. **HAND-WRITTEN PAPERS WILL NOT BE ACCEPTED.**

**Creative Expression Project:** This project will allow your creative abilities to be used as a means to express what has resonated with you in this course. You will choose from a selection of creative venues with which to express your mana`o and present your work to your classmates. This project is worth 100 points. Assignment specifics will be forthcoming.

**Examinations:** There will be three exams. Each exam will cover specific units of the course and a map (Polynesia, Melanesia, and Micronesia). The exams are not cumulative.

**Grades:**

|                  |          |
|------------------|----------|
| Exam I           | 100 pts. |
| Exam II          | 100 pts. |
| Exam III         | 100 pts. |
| Presentation     | 100 pts. |
| Creative Project | 100 pts. |

---

|              |     |
|--------------|-----|
| Total Points | 500 |
|--------------|-----|

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

A= 500-450

B= 449-399

C= 398-348

D= 347-297

F=296

Extra Credit:

Opportunities may be offered for extra credit by the instructor

### **Plagiarism and Cheating:**

**PLAGIARISM:** “The practice of taking someone else's work or ideas and passing them off as one's own.” < [https://www.google.com/?gws\\_rd=ssl#q=definition+of+plagiarism](https://www.google.com/?gws_rd=ssl#q=definition+of+plagiarism)>; “the act of using another person's words or ideas without giving credit to that person” < <http://www.merriam-webster.com/dictionary/plagiarism>>.

### **What is Plagiarism?**

The following definition of plagiarism comes from the UH-Manoa Student Conduct Code:

*“Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.”* **University of Hawai`i at Manoa Student Conduct Code (1992), p. 6**  
<https://www.hawaii.edu/eli/students/plagiarism.html>

**PLAGIARISM is a form of cheating and if you get caught, the penalties can be an F for the assignment, an F for the course, and/or expulsion from your major.**

### **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 that 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.
3. Make sure to save all your finished assignments in the event there is a discrepancy regarding your grade.

### **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 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.

**HAWAIIAN STUDIES 107 SPRING 2016  
SCHEDULE OF TOPICS (T/TH)**

**M: 1/11/16:** Ho`olauna/Introductions, Course Introduction, Syllabus, E Ho Mai.  
Video: *The Story of Stuff*

**UNIT 1: Origins, Migrations & Traditional Cultural Values:** 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*) and of *Ka Lāhui Hawai`i*) the Hawaiian People).

**W:1/13/16: Pacific Migrations:** Introduction to the 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  
Lapita Pottery: What is the significance?  
Group Discussion

**W: 1/20/16: Pacific Navigation:** Film: Papa Mau

**M: 1/25/16: 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  
*Pyramidal Structure*

**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.

**W: 1/27/16: Intro to Hawaiian Language Perspectives:** Effects of the use of English and a written medium on Hawaiian. Evolution of pidgin, politics of language and the demise of Native speakers. Hawaiian place names and commonly mispronounced words. Chiefly names and geographic terms. How mispronunciation affects meaning and cultural implications. Proper spelling, pronunciation and basic grammatical patterns. Facial expressions and body language. Cross cultural misconceptions of underlying cultural assumptions between Hawaiians and others that make for modern situations of miscommunication, especially in a classroom setting.

Readings: *Decolonizing the Mind, Ha`awina `Ekahi*, Hopkins  
*Hawaiian Non-Verbal Communication*, Anthony  
*Sound Correspondence Chart*  
*Pondering Pidgin*, Tsai  
Film: TBA

**M: 2/1/16: Hawaiian and Polynesian Language Revival:** Effects of Native language revival, the creation and implementation of immersion programs/charter schools, and the challenges confronted within a Western educational structure.

Readings: *Hawaiian Language Immersion Program*, Luning & Yamauchi  
*Hawaiian Language Policy and the Courts*, Lucas  
*The Power & Politics of Language*, Ka`ai  
Film: *Auhe`a `Oe E Ke Kumu?* Punana Leo/Kula Kaiapuni (Hawaiian Language Immersion Pre-School and elementary schools) as positive Solutions.

**W: 2/3/16: The Future of Hawaiian Language**

Readings: *Kuleana....* Warner  
*I Ka `Olelo Hawai`i Ke Ola*, Wilson  
*Authenticity and the Revitalization of Hawaiian*, Wong

**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.

**M: 2/8/16: 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

**W: 2/10/16: 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 Taputapuatea, 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* (TO BE UPLOADED)

**MONDAY 2/15/16 HOLIDAY PRESIDENTS'S DAY**

**W: 2/17/16: Major Hawaiian Akua and `Aumakua:** Four major state Gods of the temple ritual. Chiefly religion versus the `Aumakua worship of the maka`āinana. Role of the Kahuna class. `Aikapu: sanctity of food as a sacrifice to the Gods. Lunar calendar regulates worship. Two paths to power.

Readings: *The Spirit World*, Kamakau  
*Thinking about Cook Islands Native Religion*, Kauraka  
*Mythology*, Walker  
Film: *Shark Callers of Kontu*

**M: 2/22/16: Religious Continuity in Hawai`i:** A look at the conflict between Native religion and Western values.

Readings: *Papakū Makawalu*, Edith Kanaka`ole Foundation  
*Wao Kele o Puna*, Cultural Survival Quarterly  
Film: *Pele's Appeal*

**W: 2/24/16: Exam Overview**

**M: 2/29/16: EXAM #1, UNITS 1 – 3 INCLUDING A MAP OF THE HAWAIIAN ISLANDS WITH CORRECT SPELLING OF ISLAND, MOUNTAIN, AND CITY NAMES.**

**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.

**W: 3/2/16: Pacific Geography & Unique Aspects of the Hawaiian Environment:** Discussion of geological features, volcanic origins, endemic and endangered species in both flora and fauna. Pacific Geography: Geologic origins, major island chains, continental and volcanic, diverse environments: rain forests and deserts, atolls, vs high islands, reef ecology, weather patterns, ocean currents, plants, animals and insects.

Readings: *UN DRIP, 10-11: A 25-30*  
*Geology*, Fryer & Fryer  
*Climate Change in Hawai`i's Mountains*, Giambelluca & Luke  
*Terrestrial Ecosystems*, Tummons

*Orographic Precipitation*

**M: 3/7/16: Traditional Hawaiian Delineations of Environment:** Sky, land and sea analyzed along horizontal and vertical axes. Hawaiian terminology for every aspect of the land. Domain of the Gods and man. Kona and Ko'olau. Similarities in other Pacific cultures.

Readings: *O`ahu's Water Resources*  
*Hawaiian Divisions of `Āina*  
*Divisions of Space, Malo*  
*Hawaiian Directions*  
*Lunar Calendar*  
Film: *TBA*

**W: 3/9/16: 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  
*Kalo Handouts*  
Film: *TBA*

**M: 3/14/16: Nuclear Testing, Toxic Lands:** Discussion of health problems resulting from nuclear testing and the dumping of toxic wastes and how migrating fish, like tuna, carry the problem from one end of the Pacific to the other. Importation of new plants and animals and their impact on the Native plants. Effects of urbanization, (pollution, overuse of resources), increasing population and climate change impacts. Examples from Hawai`i and the Pacific.

Readings: *Niuklia Free Pacific*, Robie  
*Toxic Bases in the Pacific*, Lujan et. al.  
Film: *TBA*

**Pacific Wide Environmental Issues:**

Readings: *The Use of Water for Food*  
*Climate Change Impacts in Hawai`i*, Sea Grant, University of Hawai`i

**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.

**W: 3/16/16: 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*

**M: 3/28/16: 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  
(TO BE UPLOADED)

*Hula As Resistance*, Kamahele

Music

Film: TBA

**W: 3/30/16: Pacific Visual Arts:** Carving wood and stone, Tapa Making: prints, dyes, tools, uses. Weaving: pandanus, ti leaf, makaloa, loulu, 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 (TO BE UPLOADED)

*Making It Maoli*

Film/Exercise: TBA

**M: 4/4/16: Exam Overview**

**W: 4/6/16 EXAM #2: ON MATERIAL COVERED IN UNITS 4 & 5, INCLUDING A MAP EXAM OF POLYNESIA.**

**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

**M: 4/11/16: 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 (TO BE UPLOADED)

Film: *First Contact*

**W: 4/13/16: 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* (TO BE UPLOADED)

*Defining Colonization, Racism, Imperialism & Prejudice* (TO BE UPLOADED)

*Synopsis of Events in Hawaiian History*, Kame`eleihiwa

*The Social History of A Plantation Town*, Merry

**M: 4/18/16: 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*, Ka`ai

**W: 4/20/16: 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.*

**M: 4/25/16: 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  
*Understanding Colonialism*  
*Hawaiian Home Lands*, Dinstill  
Film: TBA

**W: 4/27/16: 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  
*What is Self-Determination?*  
*Self-Determination for Non-self-Governing Peoples: The Cases of Guam And Hawai`i*, Van Dyke, et.al.  
*Hawaiian Kingdom, Independence*, Na`i Aupuni

**M: 5/2/16: United Nations Declaration on the Rights of Indigenous Peoples**

What is the UN DRIP?  
Video: *Natives in New York.*

**W: 5/4/16: Indigenous Rights, Decolonization & Future Options for Hawai'i:**

Discussion on the International standards on Human Rights as applied to Indigenous Peoples, and the implications for Pacific Peoples as well as Native Hawaiians. Hope for the Future. Analysis of Native models of Sovereignty; Nation within a Nation versus Independence. Implications of the Akaka Bill and Federal Recognition (the return of military bases and land issues).

Readings: *UN DRIP 1-15*  
*What Is Self-Determination?*  
*Forms of Self-Determination, Kame`eleihiwa*  
*Public Law 103-150*

LAST DAY OF CLASS: PA`INA

**MONDAY, MAY 9, 2016, 10:00 TO 12:00 PM**  
**FINAL EXAM: INCLUDING MAP OF MICRONESIA AND**  
**MELANESIA.**