

Hawaiian Studies 107 – Hawai'i: Center of the Pacific

3 Credits – CRN 61150

MW 11:30am-12:45pm

INSTRUCTOR: Aaron J. Salā

OFFICE: Hale A'ō 104

OFFICE HOURS: M 12:45p-1:45p or by appointment

TELEPHONE:

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EFFECTIVE DATE: Spr/2016

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

‘O kēia ka wā kūpono e ho‘onui ai ka ‘ike me ka ho‘omaopopo i kō Hawai‘i mau ho‘oilina waiwai. Aia nō ho‘i ma ke Kulanui Kaiāulu o ke Ko‘olau nā papahana hou o nā ‘ike ‘akeakamai a me nā hana no‘eau. Me ke kuleana ko‘iko‘i e ho‘ohiki ke Kulanui e kāko‘o a e ho‘okumu i ala e hiki kē kōkua i ka ho‘onui ‘ike a nā kānaka maoli. Na mākou nō e ho‘olako, kāko‘o a paipai in ā Ko‘olau a kō O‘ahu a‘e me nā hana no‘eau ākea, ka ho‘ona‘auao ‘oihana a me ka ho‘onui ‘ike ma ke kaiāulu—hō‘a‘ano a e ho‘oulu i nā haumāna i ka po‘okela

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.

Activities Required at Scheduled Times Other Than Class Times

Students are required to attend at least one Ko‘olau-community service activity during the semester (activities include, but are not exclusive to, work days at Papahana Kuaola, Paepae o He‘eia, Kāko‘o ‘Ōiwi, and other similar activities).

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. 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.
2. Identify ways in which the environment has shaped Hawaiian and Pacific island culture.

3. Describe the integration of land in Hawaiian culture and the historic changes in the relationship between people and land through written and oral communication.
4. Describe aspects of Hawaiian relationship with other groups of people in and outside of Hawai'i.
5. Identify, access, and evaluate major Hawaiian studies sources
6. Identify implications of the relationships and develop proposals for possible ways to affect positive change.

COURSE TASKS

1. Attendance – 100 points
 - Daily attendance is MANDATORY and will be taken at the beginning of every class. Students arriving more than 15 minutes late will lose their attendance points for that day. Students are allowed 3 absences without penalty but will be fined 5 points for every absence thereafter.
2. Quizzes and Class Activities – 150 points
 - There will be several reading quizzes and group activities throughout the semester. All of these will take place in class.
3. Exams – 200 points
 - There will be a mid-term and a final exam, each covering one half of the course. These exams are cumulative up to the date on which they are administered. Exam #1 will cover Units 1-4; Exam #2 will cover Units 5-7.
4. Community Service Participation – 50 points
 - Students are required to participate in at least one community service event during the course of the semester.

ASSESSMENT TASKS AND GRADING

Grades will be assessed according to the following point schedule:

450+	A
400+	B
350+	C
300+	D
299-	F

LEARNING RESOURCES

1. Readings for this class will be made available online.
2. We will be using Google Classroom as a receptacle of knowledge for use with this class. Please sign in to Google Classroom—HWST 107 (WCC, Spr 2016), Section 61150. Access code: **ualx9vu**
 - To join the Google Classroom site, go to classroom.google.com and sign into your google account (via your Hawaii.edu email address). Next to your account name in the upper right-hand corner, click on the “+” and scroll to “join class”. At the prompt, enter the access code above.
3. We will also use Laulima as needed

COURSE SCHEDULE

Date: 1/11
Class Activity: Course Introductions

UNIT I - Origins, Migrations, and Traditional Cultural Values Ua hānau ka moku, a kupu: *The island was born and it grows*

1/13 Pacific Migrations: Introduction to the various theories of migration and methods of navigation. Physical and linguistic evidence. Survey of the Polynesian triangle: Hawai‘i, Rapa Nui, Aotearoa, and the islands in between. Cultural differences between Western and Eastern Polynesia. Sources define points of view.

Film: The Navigators: Pathfinders of the Pacific (streaming)

Readings: Kyselka, “the Wayfinder” and “Perspective”
 Hauofa, “Our Sea of Islands”

Activity: Film worksheet (film sheet is due)

1/18 Lā Nui – MLK, Jr. Day

1/20 Hawaiian Theories of Origin vs. Polynesian voyaging canoes: Kumulipo and other cosmogonic genealogies. Papahānaumoku and Wākea: Nī‘aupi‘o, ‘Aikapu, and Mālama ‘Āina underlying metaphors. Similarities in Hawaiian traditional culture with other Polynesian/Pacific systems.

Readings: Kame‘eleihiwa 1992, “Traditional Hawaiian Metaphors” (19-40)

1/25 Traditional Society – Ali‘i Nui & Maka‘āinana: Pyramidal societal structure of akua (spiritual entities) and various level of ali‘i (chiefs), konohiki (land stewards), and maka‘āinana (commoners). The pono equation: lesson of ‘Umialiloa and the 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 two-way street.

Readings: Kame‘eleihiwa 1992, 40-49

1/27 The Story of ‘Umialiloa and Hākau

UNIT II - Leo Hawai‘i: ‘Ōlelo Hawai‘i and the Native Languages of Polynesia I ka ‘ōlelo ke ola, i ka ‘ōlelo ka make: *In the word is life, in the word is death.*

2/1 Pacific Languages & Polynesian Linguistics: Sound comparisons and the banning of 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. Easy pronunciation guides for Polynesian languages and Pacific place names. Language as the key to culture; “Cultural Bomb”

Readings: Ngugi Wa Thiongo, “The Language of African Literature

- 2/3 Intro to Hawaiian and Changes in the Language: Effects of the use of English and a written medium on Hawaiian. Evolution of Pidgin, politics of language and the demise of Native speakers of the language. Hawaiian place names and commonly mispronounced words. Chiefly names and geographic terms.
- 2/8 Correct pronunciation of Hawaiian and Non-Verbal Communication: Proper spelling and basic grammatical patterns. Facial expressions and body language. Cross cultural misconceptions of underlying cultural assumptions between Hawaiians and others that make for modern miscommunication, especially in the classroom setting.
Film: E Ola Mau ka 'Ōlelo Hawai'i
Reading: Tsai, "Pondering Pidgin"

UNIT III – Ho‘omana: Native Religions as the Science of Ceremony. Gods as Elements, Temples as Sacred Spaces for Learning about Gods.

Ka puku‘i akua: 4,000 gods; 40,000 gods; and, the 400,000 gods

- 2/10 Patterns of Religious Change: Discussions of the functions of ancestors and akua within the context of cultural integrity and continuity; Religion/Spirituality in every aspect of the cosmos, sanctity of land and sea, pono behavior. Great diversity of belief in Melanesia and Micronesia vs. the great similarity in Polynesia. Evolution owing to Western contact.
Film: Shark Callers of Kontu
Reading: Kauraka, "Thinking about Cook Island Native Religion"
 Kame‘eleihiwa (2005), 1-19
 Buck (1959), 67-85
Activity: Film worksheet (due 12 Feb, 11:59pm)
- 2/15 **Lā Nui** – President’s Day
- 2/17 Pacific Religions, Polynesian Gods, and Pele: Cosmogonic genealogies, akua and ‘aumākua. Wākea/Rangi and Papatuanuku, Tangaroa, Tāne, Rongo, and Tū, Hina and Haumea. Mana, kapu, and dualism. Migratory Gods and Chiefs: Pele and Pa‘ao.
Reading: Kame‘eleihiwa (2009): 42-63
 Buck (1959): 85-92
- 2/22 Major Hawaiian akua and ‘aumākua: Four major state Gods of the temple ritual. Chiefly religion vs ‘aumakua worship of the maka‘āinana. Role of the Kahuna. ‘Aikapu and the sanctity of food as a sacrifice to Gods. Lunar calendar regulates worship. Two paths to power.
Reading: Kamakau (1964): 28-33
- 2/24 Religious continuity in Hawai‘i
Film: Pele’s Appeal
Activity: In-class worksheet and discussion

UNIT IV – 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*

- 2/29 Pacific Geography and 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, animal and insects.
Reading: Fryer and Fryer (2005), “Geology of Pacific Islands”
- 3/2 Traditional Hawaiian delineations of environment: Hawaiian terminology for each section of the environment. Sky, land, and sea analyzed along horizontal and vertical axes. Domain of the Gods and man, Kona, and Ko‘olau. Similarities in other Pacific cultures.
Reading: Malo (1951), 9-11
- 3/7 Human impact on land and the environment; Effects of nuclear testing.
Video: Radio Bikini
Activity: Worksheet and discussion
- 3/9 Work Day (details TBA)
- 3/14 Exam review
- 3/16 **Exam #1**
- 3/21 Wā Ho‘omaha – Spring Break
- 3/23 Wā Ho‘omaha – Spring Break

Unit V – Ho‘ailona Akua: Art as Ancestral Symbols
He hō‘ike na ka pō: *a revelation of the night*

- 3/28 Survey of Pacific Art styles: overview of terms—traditional, modern, art, craft. Creative uses of the environment to create art (wood, feathers, weaving, bark, skin).
Reading: Young (1995), 1-4
Dudoit (1999), 20-26
- 3/30 Pacific Performing Arts: overview of dance, chant, orature, music and musical instruments. Kahiko vs. ‘Auana.
Film: Holo Mai Pele
Reading: Kanahele (2005), History of Hula
Kamahele (1992), 40-46
- 4/4 Pacific Visual Arts: carving wood and stone, kapa-making (prints, dyes, designs, tools, uses); weaving (pandanus, tī, makaloa, loulu, banana, bamboo); lei-making (hili, haku, wili, kui); other fibers (‘aha, ‘olonā, hau).

Unit VI – Ka Wā Ma Mua: Historical Overview
Nā ‘e‘epa o Waolani: *the ‘E‘epa of Waolani*

- 4/6 Native Reaction to Initial Meeting with Westerners
Film: First Contact
Activity: Film worksheet
- 4/11 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.
Reading: Kame‘eleihiwa (1995), 1-15
Merry (2000), 117-132
- 4/13 Native response to Western intrusion: Foreign disease, massive depopulation means loss of pono, Christian conversion, capitalism, and colonialism. James Cook (1778), breaking of the ‘aikapu, American missionaries, conversion via Keōpuolani and Ka‘ahumanu. Foreign capitalist pressures and sandalwood trade.
- 4/18 Overthrow of the Hawaiian kingdom
Film: Act of War
Activity: Film worksheet and discussion

Unit VII – Kū i ka Mana o Nā Kūpuna: Modern Issues in the Pacific

Ua mau ke ea o ka ‘āina i ka pono: *the Life of the Land is Perpetuated by Righteousness*

- 4/20 Who are we and how did we get here?
Activity: Potluck identity
- 4/25 Modern Native Hawaiian Land Issues
Film: Mauna Kea: Temple Under Siege
Activity: Film worksheet and discussion
- 4/27 Pacific Unrest
Film: Paradise in Pain
Activity: Film worksheet and discussion
- 5/2 Future options for Hawai‘i: Native models of sovereignty – Nation within a Nation vs. Independence? Implications of the Akaka Bill and Federal Recognition; return of military bases and land issues.
- 5/2
5/4 Exam Review
- 5/11 FINAL EXAM – 11:30pm-1:30pm

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.

Revised May 25, 2011