

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

3 credits (CRN 60026)

Online Class

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<b>EFFECTIVE DATE:</b>	Summer 2017

### WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

'O keia 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 i nā 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

None, but subject to change

### 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. Identify implications of the relationships and develop proposals for possible ways to affect positive change.
5. Identify, access, and evaluate major Hawaiian studies sources.

### COURSE TASKS

#### COURSE REQUIREMENTS AND TASKS:

1. Assigned readings.
  - There will be reading assignments from the Hawaiian Studies 107 reader (available through Laulima and the WCC Bookstore)
2. Attendance: (100 points)

Attendance is mandatory. You must come to class every day. You will start out with 100 points for perfect attendance, after three missed classes, you will lose 5 points for every missed class from your 100 point total.

2. Readings: (100 points)

-There are writing assignment on the class readings, films, or lectures. Readings sheets, ThinkWrites, discussion responses may be required. Papers if assigned are to be typed, double-spaced, and a minimum of one and a half pages in length, maximum of two pages. NO LATE WRITING ASSIGNMENTS WILL BE ACCEPTED.

3. Quizzes. (100 points)

-There will be approximately four key quizzes including one final quiz.(25 points each)

Extra credit

-There will be opportunities for extra credit which will require attendance at a pre-approved event relating to the topic of Hawaiian studies and a reaction paper on that event to be turned in within two weeks of the event. (extra credit worth 10 points each)

## ASSESSMENT TASKS AND GRADING

Attendance	100 pts
Readings	100 pts
Quizzes	100 pts
Presentations	<u>100 pts</u> 400 pts

Grade scales:

A = 90 – 100% of total points

B = 80 – 89% of total points

C = 70 – 79% of total points

D = 60 – 69% of total points

F = less than 60% of total points

## LEARNING RESOURCES

Hawaiian Studies 107 readings on Laulima and a Reader available at our WCC Bookstore

Ua Mau Ke Ea, by Keanu Sai located at [www.puafoundation.org](http://www.puafoundation.org)

## Additional Information

### HAP Designation

Hawaiian, Asian and Pacific Issues Hallmark

<http://windward.hawaii.edu/Committees/HAP/>

This course is a HAP designation course. As a HAP course 2/3 of the content of this course must satisfy the following hallmarks showing an intersection between Hawaiian issues and Asian and/or Pacific peoples' issues:

1. The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.
2. A course can use any disciplinary or multi-disciplinary approach provided that a component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia.
3. A course should include at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions; for example, the relationships of societal structures to the natural environment.
4. A course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

**Summer 2017 Semester Course Timeline (\*\* Subject to Change\*\*)**

Date/Week	Course Topics	Assignments and Quizzes
<p>Pre Course Screening</p> <p>Must Complete to move forward!!</p>	<p><a href="#">Frustration Proof Your Semester</a></p> <p>Five (5) Assignments that need to be completed to see if you are really ready for an online course.</p> <p>ItunesU - This is one way in which we will be sharing video content. ***You cannot access this feature by using a Firefox Browser. You must use either an Internet Explorer or Safari Browser. please go to the following site, double click on any video and see if you can watch anyone of them:</p> <p><a href="https://www.hawaii.edu/itunesu">https://www.hawaii.edu/itunesu</a></p> <p>ITunesU: Login. Go to the "classes" section and click on it. See if you can find the HWST 107 (Moore) class and double click on any video to see if it plays for you. Try not to download the files. They are rather large. If you are having trouble you will need to troubleshoot your particular issue with our computing services. Here is the website address with their contact info. They are the best!</p> <p><a href="http://www.wcc.hawaii.edu/Computing/">http://www.wcc.hawaii.edu/Computing/</a></p> <p><b>** This Syllabus will Change as the Course of this Semester goes on!**</b></p> <p><b>Readings and Text</b></p> <p>There is one text you have to get. "Ua Mau Ke Ea: An Overview of the Political and Legal History of the Hawaiian Islands" by Keanu Sai. This text is only available through the following website. We won't be using it until we get to the historical overview section of our class a few weeks into it. But don't wait until the last moment to get the book:</p> <p><a href="http://www.puafoundation.org">www.puafoundation.org</a></p> <p>***All other readings will be posted on our weekly timeline as pdfs.!!</p>	
<p>Week 1</p>	<p><a href="#">Origins and Polynesian Relations</a></p> <p>Students will examine Hawaiian connections to a larger Polynesian and Pacific Culture.</p>	<p>Pac Map Quiz:</p> <p>Wiki Page</p> <p>Polynesian Connections Question</p>

Week 1	<p><a href="#">Polynesian/Hawaiian Navigation</a></p> <p>We will look at the background and history of the rebirth of traditional navigation in Hawai`i and the Pacific, and we will examine some of the details of what it takes to build, stock, and wayfind a traditional styled canoe.</p>	<p>Polynesian Voyaging Paper</p> <p>Wayfinder Reading Sheet</p>
Week 2	<p><a href="#">Traditional Hawaiian Metaphors</a></p> <p>We will examine some of the major metaphors that organize traditional Hawaiian society and still influence Hawai`i today: Mālama `Āina, Nī`aupi`o, `Imihaku. We`ll also look at some of the ways in which common life was organized in traditional Hawai`i.</p>	<p>Traditional Hawaiian Metaphors Assignment</p>
Week 2	<p><a href="#">Traditional Hawaiian Society Continued</a></p> <p>We will continue looking at how Hawaiian life was organized for both Maka`ainana and Ali`i.</p>	<p>Traditional Hawaiian Society Assignment</p> <p>Quiz: On Origins, Navigation, Metaphors, Society:</p>
Week 3	<p><a href="#">Genealogy: Kumulipo</a></p> <p>We will look at the centrality of genealogy to Hawaiian culture and worldview. Starting with a Hawaiian genealogical worldview as exemplified through the Kumulipo, a creation chant. We then move on to an exercise of personal genealogy.</p>	<p>Mo`okū`auhau Genealogy Assignment,</p> <p>Kumulipo Reading Sheet,</p>
Week 3	<p><a href="#">Akua and `Aumakua</a></p> <p>This section of the course examines the major Akua and further examines `Aumakua and concepts of Hawaiian spirituality and religion.</p>	<p>Mo`olelo Akua Paper,</p> <p>Aumakua Assignment,</p>
Week 3	<p><a href="#">Ahupua`a</a></p> <p>Ahupua`a as a environmental concept of sustainability is rooted in the function of integrated ecosystems from the clouds, winds and rains; the tops of the mountains through the valleys and plain areas, to the beach, reef, and deep sea areas. We will examine the historical and cultural grounding of some of the features and concepts.</p>	<p>Kelly Article Assignment,</p> <p>O`ahu Map Quiz:</p>
Week 4	<p><a href="#">Lo`i, and Loko `Ā</a></p> <p>Two specific cultural innovations in an Ahupua`a are Lo`i (pondfields) and Loko `Ā (fishponds). We will look at the the features that make them unique, and the innovations and advantages these Hawaiian methods still offer us today.</p>	<p>Loko I`a and Lo`i Assignment</p> <p>Quiz Two "Kumulipo,</p>

		Akua, Ahupua'a"
Week 4	<p><a href="#">The Rise of Kamehameha I</a></p> <p>Arguably the most famous Hawaiian, We will look at the rise of Kamehameha I as ruler of Hawai'i Island, and then ruler of all the islands.</p>	Kamehameha Reading Sheet
Week 4	<p><a href="#">The Hawaiian Kingdom and the Evolution of Absolute Rule</a></p> <p>We will look at The establishment of the Hawaiian Kingdom, the reign of his first born son Liholiho as Kamehameha II, and the evolution of the Kingdom government.</p>	Kamehameha Assignment,
Week 5	<p><a href="#">The Constitutional Monarchy and Recognition</a></p> <p>The creation of a constitutional monarchy out of an absolute monarchy, and the establishment of the Hawaiian Kingdom as a recognized nation-state are pivotal moments in Hawaiian history, and still play a role in present day Hawaiian politics.</p>	Constitution and Recognition Assignment,
Week 5	<p><a href="#">Land Tenure in Hawai'i, the Mahele</a></p> <p>We will look at the transition from a more traditional land tenure system to a Hawaiian form of fee simple private property system.</p>	Preza on Mahele Reading sheet  Quiz Three Kamehameha, Constitution, Recognition, Mahele
Week 6	<p><a href="#">The Bayonet Constitution, The Overthrow, The Restoration Agreement</a></p> <p>in 1887 Kalakaua was forced to sign a constitution that stripped the monarchy and aboriginal Hawaiians of governmental control over the Hawaiian Kingdom. This led to the beginning of civil unrest that many argue has yet to be resolved to this day.</p> <p>Also known as the beginning of illegal American intervention in the internal affairs of the Hawaiian State, and the "Hawaiian revolution" by others, our class will begin a cursory examination of the events that took place in 1893 in Hawai'i that led to the political deposition of Queen Lili'uokalani, and the restoration agreement between US President Grover Cleveland and the Queen.</p>	Overthrow Assignment,  Act of War Assignment,
	<p><a href="#">American Occupation of Hawai'i</a></p>	

Week 6	With the passage of a joint resolution (an internal law of the US) in 1898, the United States feigned an treaty of annexation, and marked the beginning of a prolonged military occupation of Hawai`i that has continued to this day. Evidence of an American military occupation of Hawai`i will be explored.	Occupation Assignment,  Final Quiz:
Extra Credit	<a href="#">Hawaiian Art</a>  Hawaiian art weaves motiff, concepts, and the rhetorical from much of what you have touched upon this brief semester. Read Alani Apio’s play Kamau about the struggles of a local Hawaiian family, and respond to the questions.	Kāmau Assignment,

\*\* This syllabus is subject to changes and revisions

#### Make-up Policy:

- Quizzes: There are no make-ups for quizzes unless you let me know ahead of time that you will be missing the quiz for a valid reason, or unless you bring in a valid doctor’s note or some other official’s letter stating that you had to be away.
- Reading Assignments: Reading assignments are part of the class discussions and learning. You must do them.
- Group projects and presentations: Part of the group project and presentation involves you either presenting or being there to support your team presenting. If you are not there to present, you will only receive half credit for your contribution.

#### Academic Honesty:

Students are expected to act with personal integrity, to respect other students’ opinions and property, and to help create an academic environment in which discussion is encouraged. Students are expected not to engage or tolerate acts of plagiarism, cheating, copying, fabrication of citations, or other acts of academic dishonesty. Students charged with academic dishonesty face serious consequences that range from an F grade for the assignment to a Fail grade for the course.

#### Disabilities Accommodation:

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.

