



UNIVERSITY of HAWAII\*  
**WINDWARD**  
COMMUNITY COLLEGE

**HWST 107 S-Hawai'i, Center of the Pacific**  
**3 Credits (CRN: 64462)**  
**M/W: 8:30-9:45 AM**

INSTRUCTOR: Kameha'iku Camvel

OFFICE: 104

OFFICE HOURS: M/W: 9:45 to 10:45 AM or by appt.

TELEPHONE: 808-358-1354      EMAIL: donnaono@hawaii.edu

EFFECTIVE DATE: **FALL 2018**

**WINDWARD COMMUNITY COLLEGE MISSION STATEMENT**

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 'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. 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 the Ko'olau region of O'ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

**CATALOG DESCRIPTION**

HWST S107: Center of the Pacific (3). An introduction to Hawai'i in the context of the larger Pacific, including Hawaiian origins, settlement, language, land, history, society, religion and the arts. (3 hours lecture). Sustainability (S) designated courses are designed to teach students about sustainability across a variety of academic disciplines. They are part of a growing system-wide effort to teach students ecological literacy and make the University of Hawai'i system a leader in sustainability. These courses are not a graduation requirement, but the designation can steer students to learn about the social, cultural, economic, political, scientific, and artistic approaches to sustainability, recognizing the valuable contributions from each academic discipline to thinking about the health of the planet and local communities. Sustainability designated courses may be either S-focused or S-related. HWST S107 is a course that examines Hawaiian Studies through a sustainability lens.

**STUDENT LEARNING OUTCOMES**

1. Compare and contrast cultures and histories of the 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 and sustainability has shaped Hawaiian and Pacific island culture, how it has changed, and the ways those practices are being applied today.
3. Describe the integration of land in Hawaiian cultures 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.
6. Thinking critically and examining environmental challenges and debates on an international, national, and local level.
7. Learning the underlying causes of environmental challenges and exploring ways to address these challenges.

### **ASSESSMENT AND GRADING HWST 107 S-Hawai'i Center of the Pacific**

1. Map Quizzes – students will take four map quizzes worth 25 points each on the geographical areas of Hawai'i, Polynesia, Micronesia, and Melanesia.
2. Exams – students will take three exams worth 100 points for each exam.
3. Identity Potluck – students will participate in the “Identity Potluck” and complete a short writing assignment to accompany their cultural culinary dish, worth 75 points. Guidelines and a grading rubric for this assignment will be provided in class and can be found on the Laulima site for this class.
4. Sustainability Project worth 50 points. Students will participate in a sustainability exercise. Guidelines and a grading rubric for this assignment will be provided in class.
5. Creative Project – Student will create a “reaction” to to any topic covered in Unit 6 using the medium of video, powerpoint, visual art, song, or dance. This project is worth 75 points. Guidelines and a grading rubric for this assignment will be provided in class and on the Laulima site for this class.

While no books are required for this course it is recommended that you bring a copy of the Hawaiian Dictionary to class to aid your understanding of Hawaiian words. **All reading material for the course will be downloaded on Laulima.**

### **GRADING STRUCTURES AND RUBRIC**

Final grades will be based on the accumulated points indicated below. If you incur unexcused absences, those points (5 pts. for each unexcused absence) will be deducted from your total accumulated points at the end of the semester toward your final grade.

Grading Structure is as follows:

- Three exams worth 100 points for a total of 300.
- Four map quizzes worth 25 points each for a total of 100.
- Identity Potluck project worth 75 points.

- Sustainability Project worth 50 points.
- Creative Project worth 75 points.

## **RUBRIC**

A = 600 - 550

B = 449 – 399

C = 398 – 348

D = 347 – 297

F = 297 and below.

## **COURSE EXPECTATIONS**

Attendance: Attendance is mandatory and will be recorded daily. You will be allowed two absences. After that, each unexcused absence will result in a 5 point penalty, the total of which will be subtracted from your grade total at the end of the course. If you are having situations that preclude your attendance to class, please talk to the instructor.

*You are expected to arrive to class on time, to be present for the entire length of the class, and not leave early unless arranged for with the instructor.*

*You are expected to participate in discussions, assignments, group study, and any other medium by which this course is taught. Be present.*

Respect the class as a learning environment by:

1. Positively engaging in class activities.
2. Use appropriate language.
3. Be attentive to the mode of class. Sometimes we will be in large group discussion, small group discussion, and individual work. Know the difference between each.
4. Keep focus on learning and don't impede others' ability to focus on learning.
5. The use of cellphones is not allowed in the classroom. Instructor will discuss this issue.
6. If you need any additional help, you can explore resources of MySuccess.Hawaii.edu and windward.hawaii.edu/MySuccess. Extra help and advising are available.

## **DISABILITIES ACCOMMODATIONS**

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](mailto:lemke@hawaii.edu), or you may stop by Hale 'Ākoakoa 213 for more information.

## **TITLE IX**

Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: [https://windward.hawaii.edu/Title IX/](https://windward.hawaii.edu/Title_IX/).

*Windward Community College is an equal opportunity, affirmative action institution.*

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, Windward CC has resources to support you. To speak with someone confidentially, contact Karla Silva-Park, Mental Health Counselor, at 808-235- 7468 or [karlas@hawaii.edu](mailto:karlas@hawaii.edu) or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235- 7354 or [kaahualo@hawaii.edu](mailto:kaahualo@hawaii.edu). To make a formal report, contact the Title IX Coordinator at 808-235-7393 or [wcctix@hawaii.edu](mailto:wcctix@hawaii.edu).

### ACADEMIC INTEGRITY

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author.

Students can upload papers to <http://www.TurnItIn.com> to have papers checked for authenticity, highlighting where the paper potentially fails to appropriately reference sources.

In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

### Course Syllabus

<b>HWST 107: HAWAII, CENTER OF THE PACIFIC, CRN: M/W: 8:30 to 9:45 AM</b>		
<b>SYLLABUS FOR FALL 2018</b>		
<b>DATE</b>	<b>ASSIGNMENT</b>	<b>PREP WORK</b>
M: 8/20	1. Ho'olauna: Introductions 2. Course Introduction & Syllabus: Your Roadmap for the Semester 3. Expectations of Nā Haumana and Nā Kumu 4. What Kind of Learner Are You?	Handout: 1. Chant for WCC: <i>Tunihi Keahiakahoe</i> 2. Chant: <i>E Ho Mai</i>
W: 8/22	1. Documentary: The Story of Stuff	

<b>UNIT 1: ORIGINS, MIGRATIONS, NAVIGATION &amp; WAYFINDING: Ua Hānau Ka Moku, A Kupu; <i>The Island was born and it grows: referring to the land as an Ancestor for Kānaka Maoli and of Ka Lāhui Hawai‘i (the Hawaiian People).</i></b>		
M: 8/27	<b>Navigation &amp; Wayfinding: Hokūle‘a Star of Gladness and the Vehicle of Cultural Change in Hawai‘i</b> <ol style="list-style-type: none"> <li>1. Film: <i>Papa Mau, the Wayfinder</i></li> <li>2. Handout: <i>Hawai‘i Islands Map</i></li> </ol>	<b>Readings:</b> <ol style="list-style-type: none"> <li>1. Finding A Way (Thompson)</li> <li>2. Ngā Hekenga Waka – Canoe Migrations (Williams)</li> </ol>
W: 8/29	<b>Traditional Society – Ali‘i Nui and Maka‘āinana</b> <ol style="list-style-type: none"> <li>1. Themes: genealogy, Hāloa, Papa &amp; Wākea, ‘Umi, ‘imi haku, pono, mana, reciprocity and ‘aikapu.</li> </ol>	<b>Readings:</b> <ol style="list-style-type: none"> <li>1. The Story of ‘Umi (Kamakau)</li> <li>2. Traditional Hawaiian Metaphors (Kame‘eleihiwa)</li> </ol>
<b>UNIT 2: NĀ LEO AUMAKUA: NATIVE LANGUAGES, THE VOICE OF THE ANCESTORS: I Ka ‘Ōlelo Ke Ola, I Ka ‘Ōlelo Ka Make: <i>In the word there is life, in the word there is death, referring to the power of words.</i></b>		
W: 9/5	<b>Pacific Languages, Polynesian Linguistics, Sound Comparisins, History of Banning Native Languages</b> <ol style="list-style-type: none"> <li>1. Themes: importance of language, culture, world-views</li> <li>2. Handout <i>Sound Correspondence Chart</i></li> </ol>	<b>Readings:</b> <ol style="list-style-type: none"> <li>1. Decolonizing the Minds (Thiongo)</li> <li>2. Polynesian Oral Traditions (Taonui)</li> <li>3. Te Reo Maori, Origins and Development of the Maori Language (Moorfield &amp; Johnson)</li> <li>4. The Power &amp; Politics of Language (Ka‘ai)</li> </ol>
M: 9/10	‘Aha Pūnana Leo Preschools, Kula Kaiapuni Hawaiian Language Immersion Schools, Hawaiian Charter Schools. Why are they important? <ol style="list-style-type: none"> <li>1. <b>Hawaiian Islands Map Quiz</b></li> <li>2. Film: ‘Aha Pūnana Leo</li> <li>3. Handout: <b>Polynesia Map</b></li> </ol>	<b>Readings:</b> <ol style="list-style-type: none"> <li>1. ‘Aha Pūnana Leo Timeline</li> <li>2. Kula Kaiapuni and Kula Kaia‘ōlelo</li> <li>3. Hawaiian Language Policy and the Courts (Lucas)</li> </ol>
<b>UNIT 3: Ho‘ailona Akua: Art As Ancestral Symbols and the Expression of Na Mea Hawai‘i: He Ho‘ike Na Ka Pō: A Revelation of the Night, referring to Revelations from the Gods in dreams, visions and omens.</b>		

W: 9/12	<p><b><u>Pacific Performing Arts:</u></b> Overview of dance, chant, orature, music and musical instruments. Difference between Hula Kahiko and Hula `Auwana.</p> <ol style="list-style-type: none"> <li>1. Film: Kū`u Ha`aheo E Ku`u Hawai`i (Hinaleimoana Wong)</li> <li>2. Film: <i>What It Takes to Be a Hula Champion</i></li> </ol>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. History of Hula (Kanahele)</li> <li>2. Hula as Resistance (Kamahele)</li> <li>3. Nga Mahi a Taneroa me Rehia, Performing Arts (Matthews &amp; Paringatai)</li> </ol>
M: 9/17	<p><b><u>Survey of Pacific Art Styles and Discussion of Continuous Art Forms Persisting from Ancient to Modern Times:</u></b> Overview of terms: Traditional, Modern, Art, Craft. Creative uses of the environment to create art: wood, feathers, weaving, bark cloth decorations and tattooing.</p> <ol style="list-style-type: none"> <li>1. Film: <i>Skin Stories</i></li> </ol>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Mea No`eau (Young)</li> <li>2. Carving a Hawaiian Aesthetic (Dudoit)</li> <li>3. Making it Maoli (Goldman)</li> </ol>
W: 9/19	<p><b><u>Pacific Visual Arts:</u></b> 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.</p> <ol style="list-style-type: none"> <li>1. Study Guide &amp; Prep for Exam I</li> <li>2. Film: <i>A Thread in Time</i></li> </ol>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Feather Work and Clothing (Webb)</li> <li>2. Nga Mahi Toi: The Arts (Harrison)</li> </ol>
M: 9/24	<b>EXAM I (Units 1, 2, &amp; 3)</b>	
<p><b>UNIT 4: Ho`omanamana: Native Religions as the Science of Ceremony: Gods as Elements and Temples as Sacred Spaces for Learning about the Gods.</b> 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.</p>		
W: 9/26	<p><b><u>Pacific Religions, Polynesian Gods, and Pele Migrations:</u></b> 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.</p> <p><b>Readings:</b></p>	

	<ol style="list-style-type: none"> <li>1. Hawai‘inuiakea Cousins (Kame‘eleihiwa)</li> <li>2. God Comparisin Chart</li> <li>3. Film: <i>Marae Taputapuatea in Raiatea</i></li> <li>4. Film: <i>Pele Searches for a Home</i></li> <li>5. <b>Map Quiz on Polynesia</b></li> </ol>	
M: 10/1	<p><b><u>Patterns of Religious Change:</u></b> 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.</p> <ol style="list-style-type: none"> <li>1. Film: <i>The Deadlands Part I</i></li> <li>2. Assignment: Kumulipo Worksheet</li> <li>3. <b>Handout: Map of Micronesia</b></li> </ol>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Kumulipo (Kame‘eleihiwa)</li> <li>2. Maori Mythology (Walker)</li> <li>3. Hawaiian Cultural Landscape (Maly)</li> </ol>
W: 10/3	<p><b>‘Āina as Sacred, ‘Āina as Ancestor: Mālama ‘Āina, Aloha ‘Āina</b></p> <ol style="list-style-type: none"> <li>1. Film: <i>The Deadlands Part II</i></li> <li>2. Deadlands Worksheet (In class)</li> <li>3. Kumulipo Worksheet Due</li> </ol>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. What Makes a Volcano Sacred (LaFrance)</li> <li>2. Thinking About Cook Islands Native Religion (Kauraka)</li> </ol>
<p><b>UNIT 5: PAPAĀNAUMOKU: Land as Ancestor, the Physical Environment, Tangible and Intangible:</b> He Ali‘i Ka ‘Āina, He Kauwā Ke Kānaka: <i>The Land is Chief, Man is her Servant</i>; Land has no need for man, but man needs the land and works it for a livelihood.</p>		
M: 10/8	<p><b><u>Traditional Hawaiian Delineations of Environment, Hawaiian Irrigation Systems &amp; Fishponds:</u></b> Traditional and contemporary practices of Kānaka `Ōiwi. How are Kānaka interacting with ‘āina and producing food today?</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. Dynamics of Production Intensification in Pre-Contact Hawai‘i (Kelly)</li> <li>2. Climate Change in Hawai‘s Mountains (Giamelluca &amp; Luke)</li> <li>3. O‘ahu Water Sources Handout</li> <li>4. Hawaiian Plants Handout</li> <li>5. Kalo Plant Handout</li> <li>6. Divisions of ‘Āina Handout</li> <li>7. Hawaiian Moon Phase Handout</li> <li>8. Hawaiian Directions Handout</li> <li>9. <b>Lecture/Powerpoint</b></li> </ol>	
W: 10/10	<p><b>Sustainability: What’s That? Hawaiian Science in the Age of</b></p>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Foundation-Concepts: What is</li> </ol>

	<b>Climate Change, Resiliency, and Environmental Awareness</b>  <b>1. Film: <i>He'e'ia Fishpond</i></b>	Sustainability? 2. The Human Nature of Unsustainability (Rees) 3. Energy-Hydrocarbons in North America (Hughes)
M: 10/15	<b>Climate Change and the Effects on Hawai'i and Oceania</b> <b>1. Film: <i>Before the Flood Part I</i></b> <b>2. Map Quiz on Micronesia</b>	<b>Reading:</b> 1. The Great Pacific Garbage Patch
W: 10/17	<b>1. Film: <i>Before the Flood Part II</i></b>	<b>Reading:</b> 1. Returning the Gift (Kimmerer)
M: 10/22  <b>Ho'oilō and Kau, Kū and Lono, the Hawaiian Akua (gods) as Elements: The Male Principals: Kū, Kāne, Lono, &amp; Kanaloa. The Female Principals: Papahānaumoku, Haumea, Hina, Laka, Kapo, La'ila'i, Pele. Who is Lono and what is Makahiki?</b>  1. Powerpoint: Ho'omanamana 2. Lono Booklet 3. Makali'i (Pleiades Star Constellation) 4. Makahiki Ceremony 5. Chants for Makahiki (Handouts) 6. Explanation of Event, Logistics, Preparation 7. Makahiki constitutes Exam II of the course. Your participation is mandatory.		
W: 10/24	Makahiki Practice: Discussion of protocols, student's roles. Chants for Makahiki	
M: 10/29	Makahiki Practice Chants for Makahiki	
W: 10/31	Makahiki Practice Chants for Makahiki, Rehersal	
M: 11/5	Makahiki Practice Chants for Makahiki Rehersal	
W: 11/7	<b>FREE DAY</b>	
TH: 11/8	<b>MAKAHIKI PREPARATIONS</b> Kihei, Lei Making, Flags, Ho'okupu, Lono Akua Students who attend will receive extra credit for coming.	



**FRIDAY, NOVEMBER 9, 2018 MAKAHIKI OPENING CEREMONY AND EVENTS, 8:00 AM TO 1:00 PM**

**MEET IN CLASS AT 8:00 AM**

**Attendance is mandatory as your participation constitutes EXAM II for the semester.**

**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: 11/14	<p><b>Impacts on Kānaka Maoli and Response to Western Contact:</b> Foreign disease, massive decimation of the Native population means loss of Pono, Christian conversion, capitalism and denationalization. Captain Cook’s arrival in 1778, American missionaries in 1821, conversion via Keopuolani and Ka‘ahumanu and the breaking of the ‘Aikapu. Foreign capitalist pressures, the sandalwood trade and the Mahele.</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Transformation of Pono (Kame‘eleihiwa)</li> <li>2. Letter of Petition to Kamehameha III (The Friend Newspaper)</li> <li>3. Film:</li> <li>4. <b>Map of Melanesia Handout</b></li> </ol>	
W: 11/21	<p><b>Illegal Overthrow of the Hawaiian Kingdom</b></p> <ol style="list-style-type: none"> <li>1. Film <i>Act of War</i></li> </ol>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Introduction From A Native Daughter (Trask)</li> <li>2. 1897 Petitions Protesting Annexation (Silva)</li> <li>3. The Blount Report (Blount)</li> <li>4. The Queen’s Story (Lili‘uokalani)</li> </ol>
<p>M: 11/26</p> <p><b>Whalers, Traders, Missionaries &amp; Other Foreigners to Hawai‘i:</b> Survey of major colonial forces; Spanish, Portuguese, British, French, German, American and their impact on Native Peoples throughout the various Pacific regions. Examination of different areas in the Pacific conquered by specific Western Nations, Christianity, Capitalism.</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Early Contacts Between Two Worlds (Olssen &amp; Reilly)</li> <li>2. Synopsis of Traditional Hawaiian Culture (Kame‘eleihiwa)</li> <li>3. Outline of Western Expansion in the Pacific</li> <li>4. Treaty of Waitangi</li> <li>5. Film: <i>First Contact</i></li> </ol>		

<b>UNIT 7: <u>Political Issues in Hawai`i and the Pacific.</u> Ua Mau Ke Ea O Ka `Aina I Ka Pono: <i>The Sovereignty of the Land is Perpetuated by Righteousness.</i></b>		
M: 11/26	<b>Provisional Government, Territory, &amp; Statehood</b>  1. <b>Film: <i>Noho Hewa</i></b>	<b>Readings:</b> 1. Social History of a Plantation Town (Merry) 2. Lovely Hula Hands (Trask)
W: 11/28	<b>Militarism &amp; Tourism in the Pacific</b>  1. <b>Film: <i>Kaho`olawe</i></b> 2. <b>Map Quiz on Melanesia</b>	<b>Readings:</b> 1. Trust Betrayed (Robie) 2. Lovely Hula Hands (Trask) 3. A Brief Overview Of Militarization and Resistance in Hawai`i (Kajihiro) 4. Imperialism and Native Hawaiian Self-Determination (Trask)
M: 12/3	<b>Hawaiian Renaissance: Revival of Tradition, Culture, Knowledge, Language, and Kakānaka `Ōiwi Identity</b>  1. <b>Powerpoint on the Hawaiian Renaissance</b>	<b>Readings:</b> 1. Birth of the Modern Hawaiian Movement (Trask)
W: 12/5	<b>Native Hawaiian Self-Governance and Sustainability Into the Future on a Island</b>  Last Day of Instruction Exam Study Guide and Prep Class Pa`ina Potluck	<b>Readings:</b> 1. A Political Review of the Situation in Hawai`i: 2002 (Cummings) 2. Public Law 103-150, The Apology Bill 3. United Nations Declaration on the Rights of Indigenous Peoples 4.
<b>Monday 12/10/18</b>	<b>FINAL EXAM</b>	