

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

3 credits

Online

**INSTRUCTOR:** P. Kalawaia Moore  
**OFFICE:** Hale A'o 201  
**OFFICE HOURS:** MW 9:00 – 11:00am  
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**EFFECTIVE DATE:** Fall 2016

### 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 kākō'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, kākō'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

There will be several class outings to be arranged.

### 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 worksheets and ThinkWrites (100 points)  
-There will be reading assignments from the Hawaiian Studies 107 reader (available through the WCC Bookstore)
2. Attendance and Participation: (100 points)  
Attendance is mandatory. Students are expected to come to all classes, on time, and to be here for the entire class. Students who miss class are responsible for material covered while they were not in class. Students 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.
3. Unit and Map Quizzes, presentations, assignments (100 points)  
-There will be quizzes at the end of each unit section and two map quizzes
4. Service-Learning (50 points)  
Service-learning combines community service (minimum 20 hours during the semester) with course learning objectives and deliberate reflection. A service learning project allows students to learn about subcultures in their communities through the performance of (volunteer) work. This can be done through an internship, a volunteer position, or participation in a non-profit organization. For profit businesses are generally not eligible. Service-learning is done on a volunteer basis; paid positions are not eligible. If you would like help finding a service learning position, we have a website that has currently listed organizations that are set up to accommodate our students:

<http://windward.hawaii.edu/Service-Learning/Organizations.php>

If you need additional help thinking through or connecting with organizations that count toward service learning credit here at WCC, you can contact our Service-Learning staff at:

[http://windward.hawaii.edu/Service-Learning/Contact\\_Us.php](http://windward.hawaii.edu/Service-Learning/Contact_Us.php)

The primary product submitted for assessment (see S-L journal rubric). Students must keep an organized journal (typed or legibly hand-written) in which they critically reflect on their S-L experiences while applying a perspective relevant to Hawaiian studies. In your journals you should note cultural issues and knowledge encountered, and political, social, or economic issues as they relate to Hawaiians and Hawaiian related themes and culture.

### Requirements

- S-L Student site proposal form
- Assumption of Risk, Release, and Waiver form
- Submit reflective journal as project progress report
- Time log (days/times/total hours; 20 hours minimum to receive S-L certificate)
- Thoughtful, reflective journal (recommended 1 page per week' typed or legibly hand-written)
- Supervisor Evaluation Form
- In-class presentation

### Recommended Hawaiian Cultural and Community Organizations

WCC Hawaiian Studies Hale and Māla Program

Waikalua Loko I'a Fishpond  
Paepae o He'eia  
Hula Preservation Society  
Polynesian Voyaging Center  
Hui o Ko'olaupoko

Hakipu‘u Learning Center  
Pu‘ohala Elementary

## GRADING

|                                     |               |
|-------------------------------------|---------------|
| Attendance and Participation        | 100 pts       |
| Readings Worksheets and Assignments | 100 pts       |
| Unit and Map Quizzes, presentations | 100 pts       |
| Service Learning Project            | <u>50 pts</u> |
|                                     | 350 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 Lulima  
and a Reader available at our WCC Bookstore

*Ua Mau Ke Ea: An Overview of the Political and Legal History of the Hawaiian Islands* by Keanu Sai.

This text is available through both our bookstore and the following website. [www.puafoundation.org](http://www.puafoundation.org)

## Additional Information

| Date   | Classroom Topics and Activities  |
|--------|--|
| Week 1 | <b>Introductions, Syllabus, Pacific Map, Intro to Polynesia</b>  |
| Week 1 | <b>Pacific Migrations, Pacific and Polynesian Relationships</b><br><br><b>Service Learning Intro</b><br><br><b>Quiz:</b> Pacific Map<br><b>Assignment:</b> Made in Taiwan, Nathan and Oscar’s Excellent Adventure                            |
| Week 1 | <b>Austronesian roots</b> – Intro to Polynesian assignment<br><br><b>Presentation:</b> Polynesian ~ Hawaiian Connection<br><b>Assignment:</b> PowerPoint on Austronesian Roots   |
| Week 2 | <b>Hawaiian Traditions of Migration, Hōkūle‘a</b><br><br><b>Presentation:</b> Navigation   |
| Week 3 | <b>Traditional Hawaiian Metaphors</b><br><b>Traditional Ali‘i Nui Society</b><br>Different classes in Hawaiian Society<br><br><b>Assignment:</b> Kame‘eleihiwa, Lilikala, “Traditional Hawaiian Metaphors<br><b>Quiz:</b> Kaua‘i and Ni‘ihau |
| Week 3 | <b>Ka ‘Ohana</b>   |

|                |   |
|----------------|---|
|                | <b>Assignment:</b> Puku'i Article on 'Ohana and 'Āina   |
| <b>Week 4</b>  | <b>Maka'ainana Society</b><br><br><b>Quiz:</b> O'ahu Map Quiz<br><b>Assignment:</b> Video A Mau A Mau   |
| <b>Week 5</b>  | <b>Mo'okū'auhau</b><br><br><b>Quiz:</b> Origins, Migration, Traditional Metaphors, Traditional Society<br><b>Presentation:</b> Genealogy Presentations  |
| <b>Week 5</b>  | <b>The Kumulipo, Hawaiian Worldview and Genealogy</b><br><br><b>Quiz:</b> Maui Map Quiz<br><b>Assignment:</b> "The Kumulipo" by Lilikalā Kame'eiehiwa   |
| <b>Week 6</b>  | <b>'Aumakua and Akua</b><br><br><b>Assignment:</b> Kamakau, "The Spirit World" from <i>Ka Po'e Kahiko: The People of Old</i> , and Puku'i, on "Aumakua: from <i>Nānā I Ke Kumu</i>                            |
| <b>Week 7</b>  | <b>Ahupua'a</b><br>Unique aspects of the Hawaiian Environment<br><br><b>Assignment:</b> "Dynamics of Production Intensification in Precontact Hawaii" by Marion Kelly<br><b>Quiz:</b> Hawai'i island Map Quiz |
| <b>Week 7</b>  | <b>Ahupua'a - Māla - Ma Ka Hana, Ka 'Ike</b><br><br><b>Assignment:</b> Lo'i and Loko i'a<br><b>Extra Credit:</b> Video Ahupua'a Fishponds and Lo'i  |
| <b>Week 8</b>  | <b>The Rise of Kamehameha and the Kingdom of Hawai'i</b><br><br><b>Assignment:</b> Cordy article, "Kīwala'o, Kamehameha, Keawema'uhili, and Keoua" from <i>Exalted Sits the Chief</i>                         |
| <b>Week 8</b>  | <b>Ho'okūikahi</b><br><br><b>Quiz:</b> Kumulipo, Akua and Aumakua, Ahupua'a, Kamehameha   |
| <b>Week 9</b>  | <b>Kamehameha, The evolution of the Hawaiian Kingdom</b><br><br><b>Assignment:</b> Sai, Ua Mau Ke Ea, pp. 9-37  |
| <b>Week 10</b> | <b>The Hawaiian Constitution – Constitution exercise and discussion</b><br><br><b>Assignment:</b> Sai, Ua Mau Ke Ea, pp. 45-65  |
| <b>Week 11</b> | <b>Hawaiian Land Tenure, Establishing the Dominion, The Māhele - Land commission exercise</b><br><br><b>Assignment:</b> Mahele PowerPoint   |
| <b>Week 12</b> | <b>The Bayonet Constitution</b><br><br><b>Quiz:</b> Kamehameha, The Constitution and The Māhele   |
| <b>Week 13</b> | <b>The Overthrow</b><br><br><b>Māla - Ma Ka Hana, Ka 'Ike</b><br><br>Video: Act of War  |
| <b>Week 14</b> | <b>The Overthrow and Annexation</b><br><br><b>Assignment:</b> Sai, Ua Mau Ke Ea, pp. 73-95  |
| <b>Week 15</b> | <b>American Occupation of Hawai'i</b><br><br>Sai, selections  |
| <b>Week 16</b> | <b>Kāmau</b>  |

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

**Attendance:**

A good Hawaiian Studies class requires full participation of the instructor and students. This class will be enriched by your presence and participation. You receive credit for attending; please sign in each day.

**Punctuality:**

Please be on time so as not to disrupt class. Repeated lateness will lower your participation grade.

**Preparedness:**

All class assignments are to be done before class begins to receive full credit. You are advised to take notes and bring any questions or comments to class. Good notes will help you tremendously on exams.

**Make-up Policy:**

Exams cannot be made up except in the case of severe (and documented) emergency. You must see me in person to arrange to make up an exam. Assignments submitted late, without prior approval, will receive lower grades.

**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.

**Classroom Etiquette:**

Learning about Hawaiian culture, history and politics requires participation, good listening skills, demonstration for respect of others, and seeing things from other's point of view. Please maintain an atmosphere that is comfortable, professional, and polite. Please turn off all cell phones during class. Please avoid disrupting class, such as by coming in late.

**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.