IS 201 The Ahupua‘a

3 Credits CRN 60130

Wednesday 11:45 am to 12:45 pm

INSTRUCTOR: Lisa Hinano Rey
OFFICE: Zoom Class
OFFICE HOURS: Thursdays, 10 am to 12 noon and by appt.
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EFFECTIVE DATE: Fall 2021 -August 23, 2021- December 17, 2021

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

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

Study of the traditional Hawaiian approaches to natural resource development, utilization, exploitation, and management. The ahupua’a, as the traditional Hawaiian unit of land and sea subdivision, beginning in the upland forests, stretching across lower elevations, past the shoreline to the edge of the reef, will be evaluated as a microcosm of an integrated ecosystem and as a model for natural resource management and sustainability.

 STUDENT LEARNING OUTCOMES

The learning outcomes for this course are:

1. Describe how the Hawai‘i’s unique geological formation affects its sustainable natural resources.
2. Describe how the ancient migration begins to affect the management of its natural resources and the socio-political fabric of the “new land.”
3. Describe the agri-spiritual relationship between plant and mahi‘ai; and the fish and the lawai’a.
4. Discuss the ancient and present management value of water.
5. Describe and assist in the reconstruction of lo‘i kalo and loko i’a.
6. Describe and discuss the current resources management practices, which augment or negate ancient practices.
7. Research and replicate an artifact of his or her choice.
8. Use the scientific method of inquiry to investigate biological phenomena.
9. Apply the concepts learned to an experimental and hands-on observational setting.
10. Collect, reduce, and interpret biological data.
11. Prepare written objective reports describing and interpreting experimental and observational results.

COURSE CONTENT

• The philosophy and characteristics of science and the scientific method.
• Geologic origin, geography, and biogeography of the Hawaiian island chain;
• Formation and characteristics of Hawaiian soils;
• Formation and evolution of Hawai‘i’s coral reefs;
• Origins of native Hawaiian flora and fauna, both terrestrial and marine;
• How native resources were used and managed by the Hawaiians;
• Utilization, and management of resources transported to the islands by the Hawaiians;
• History and characteristics of the ahupua’a;
• Distribution, development, utilization, and management of resources from the different regions of the ahupua’a;
• Traditional Hawaiian life in the ahupua’a, and the importance of the ahupua’a system in sustaining not only natural resources, but also cultural, human, and spiritual resources;
• History of human occupation and impacts in the Hawaiian islands;
• History of land tenure and ownership in Hawai‘i and how changes in tenure and ownership have influenced Hawaiian natural resources;
• The nature and functioning of watersheds and their hydrologic networks as identifiable ecosystem and management units and how watersheds relate to the ahupua’a;
• the Ahupua’a concept applied to modern natural and developed resource management and conservation approaches.
COURSE TASKS

RESEARCH PAPER. The student will complete a formal library research report on an approved ahupua’a topic. A good research topic will cross disciplines providing scientific, historical, and cultural information. Specific details on the format of this report will be presented in class (50 points total).

GROUP PROJECT. The student will work with assigned groups on a video project on a topic of their choice. Specific details on the project will be presented in class (50 points total).

QUIZZES. The student will take a minimum of four quizzes (25 points each; 100 points total) administered through the Internet (Google Classroom) during specified time periods. These quizzes will address the detailed content and major concepts presented in the lectures, lecture outlines, text readings, and study guide activities. Since these quizzes may be taken using home computers connected to the Internet, students may refer to instructional resources (text, study guide, lecture notes, etc.) while taking the quizzes. However, each quiz will be timed, the student having only 20 minutes to complete.

DISCUSSION POSTS The student will compose a meaningful response (5 points each) to each discussion topic on Google Classroom and post responses to at least two classmates posts per topic (5 points each).

EXAMINATIONS. The student will take one midterm examination (100 points) and a noncumulative final examination (100 points) through the Internet (Google Classroom) during specified time periods to demonstrate understanding of information presented primarily during lectures but also including assigned readings.

A student missing an exam because of an illness or legitimate emergency may take a make-up exam as soon as possible after the student returns from the illness and as determined by the instructor. In such a circumstance, the student should make every reasonable attempt to contact the instructor before the exam period is over (or as soon as possible). While make-up exams will cover the same content area as a missed exam, the exam format and specific questions may be different.
ASSESSMENT TASKS AND GRADING

The assignment of points will be according to the following protocol:

- Research Paper: 50 points
- Group Project: 50 points
- Discussions: 100 points
- Quizzes (4): 100 points
- Midterm Examination: 100 points
- Final Examination: 100 points
- TOTAL: 500 points

**Letter grades will be assigned as follows:**

- A: 90% or above in total points.
- B: 80-89.9% of total points.
- C: 65-79.9% of total points.
- D: 55-64.9% of total points.
- F: Below 55% of total points or informal or incomplete official withdrawal from course.
- I: Incomplete; given at the INSTRUCTOR’S OPTION when student is unable to complete a small part of the course because of circumstances beyond his or her control. It is the STUDENT’S responsibility to make up incomplete work. Failure to satisfactorily make up incomplete work within the appropriate time period will result in a grade change for "I" to the contingency grade identified by the instructor (see catalog).
- CR: 65% or above in total points; the student must indicate the intent to take the course as CR/NC in writing by the end of the 10th week of classes (see catalog).
- NC: Below 65% of total points; this grade only available under the CR/NC option (see above and see catalog). N: NOT GIVEN EXCEPT UNDER EXTREMELY RARE CIRCUMSTANCES(e.g., documented serious illness or emergency that prevents the student from officially withdrawing from the course); never used as an alternative for an "F" grade.
- W: Official withdrawal from the course after the third week and prior to the end of the 10th week of classes (see catalog).
Waiver of minimum requirements for specific grades may be given only in unique situations at the instructor's discretion. Students involved in academic dishonesty will receive an "F" grade for the course. Academic dishonesty is defined in WCC's college catalog.

**LEARNING RESOURCES**

**Required Textbook:**

- Handy, E.S., Handy P.G., Pukui, M.K., 1972. Native Planters in Old Hawai‘i: their life, lore and environment. University of Hawai‘i Press, Honolulu. 192 pp. Free access to ebook provided by partnership between Bishop Press and WCC. You can read, save and print at this link: Native Planters in Old Hawaii: Their Life, Lore, and Environment

**Supplemental Reading (some of these, or sections of them, may be made available as pdf files on the course Laulima site):**


Handouts and selected readings from various texts will also be distributed in class or through the Internet.

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

Culture Principles:
Ma ka hana ka ‘ike. In working one learns.
E aloha kekahi i kekahi. Love one another.
‘A‘ohe hana nui ke alu ‘ia. No task is too big when done together by all.
‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi. All knowledge is not learned in just one school.

Student Expectations:
The student is expected to attend and actively participate in all course lectures and activities, and complete all assignments, quizzes and examinations on time.

The student is expected to be prepared in advance before the class sessions. Being prepared includes the following: having read text materials (e.g., textbook readings and other resources) assigned for that day's activities and bringing required work materials (e.g., textbook, handouts, writing supplies, etc.) to the session. Any changes in the course schedule, such as examination dates, deadlines, etc., will be announced ahead of time in class. It is the student’s responsibility to be informed of these changes. It is the student’s responsibility to be informed about deadlines critical to making registration changes (e.g., last day of drop period and last day for making an official withdrawal). When difficult concepts and detailed information are presented, it is the student's responsibility to take the appropriate steps to learn and understand these concepts and information.

Courses at WCC generally require two to three hours of independent private study time for each hour in class. It is the student's responsibility to allocate the appropriate time needed for study in an environment conducive to quality study. The student must budget time efficiently and be realistic about all personal and professional commitments that consume time.

Students are expected to participate in all lecture activities and complete all course assignments on time.

The student will not succeed in this class without taking careful lecture notes and reading the corresponding material in the assigned readings. As soon as possible (best if done on the same day), the student should copy over these lecture notes filling in gaps and missing information by referring to the textbook and other resources provided. The student should carefully review these rewritten lecture notes as often as possible.

The student should do all of the recommended study guide activities and review all of the Internet resource materials provided.

Students are recommended to establish study groups and study together. The students in these groups may test each other's knowledge and understanding of the information. They may also take turns teaching each other.

The student should ask the instructor to explain the things that the student does not understand.
The instructor is happy to meet with students by appointment to offer any assistance necessary, just email hinano.rey@hawaii.edu.

All knowledge is not learning is one school so please do utilize a variety of community resources Family, Friends, Acquaintances.

There is one Hawaiian chant that students will be required to recite during the course. It was written by Auntie Edith Kanaka'ole of the Big Island and it is called E HO MAI

Commentary by Ivan M. Granger Years ago, when I lived in Hawai‘i, I took a class in ho'oponopono. (If you sound it out slowly, it's not the tongue-twister it first looks like.) Ho'oponopono means literally "to make things right, to return things to harmony." It is a traditional healing method, but its emphasis is not on healing the body as it is on healing relationships, families, communities. If you think about it, what is the purpose of a healthy body except as an instrument to work for a healthier society? The small body serves the larger body. As part of my training in ho'oponopono, I learned this chant. Hawaiian chant can be compared to Hindu Sanskrit mantra in that to truly say it properly can take a great deal of training. The inflections are important. The breath is important. Most of all, the sense of personal presence is important.

E ho mai Ka ike mai luna mai e
O na mea huna no eau
O na mele e
E ho mai E ho mai E ho mai

Translation: Grant us knowledge from above, All the wisdom of the songs. Grant, Bestow, Grant us these things. This Hawaiian chant must be said with force and with heart. It is a prayer, but it is not passive. It is a calling forth, a reaching out and a drawing in -- of wisdom, of knowledge, of truth. It evokes in us pono, rightness. Try sounding out the Hawaiian. Slowly at first, until the sounds become familiar. Then louder, with confidence. Say it over and over again. Imagine repeating this chant in a group. Let it ring through your body and your day! If you want to hear it chanted, check out these links:

http://apps.ksbe.edu/kscholars/oli/ehomai
http://www.youtube.com/watch?v=32vcntOp0i4

Field Work Information: The student is strongly encouraged to provide tabis, sunscreen, hat, sunglasses, gloves etc. for any field outings TBD.
**Requirements Satisfied by this class:**

May partially satisfy requirements for the University of Hawai‘i Marine Option Program Certificate as a marine-related elective.


Serves the College’s general education requirements as DB (biological science diversification requirement) and DY (natural science laboratory requirement).

**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 Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at (808) 235-7448, royinouy@hawaii.edu, or you may stop by Hale Kāko’o 106 for more information.

**SEX DISCRIMINATION AND GENDER-BASED VIOLENCE RESOURCES (TITLE IX)**

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Madoka (Doka) Kumagai, Confidential Advocate  
Phone: (808) 348-0663 (cellular)  
Phone: (808) 956-6084 (office)  
Email: kumagaim@hawaii.edu  
*confidentiality is limited*

Desrae Kahale, Mental Health Counselor & Confidential Resource  
Phone: (808) 235-7393  
Email: dkahale3@hawaii.edu  
Office: Hale Kāko’o 101

Karla K. Silva-Park, Title IX Coordinator  
Phone: (808) 235-7468  
Email: karlas@hawaii.edu  
Office: Hale ‘Ākoakoa 220
As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources and the University’s Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

**ALTERNATE CONTACT INFORMATION**

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka‘i 121
- Phone: (808) 235-7422