



UNIVERSITY of HAWAII®
WINDWARD
COMMUNITY COLLEGE

HIST 284: History of Hawai'i

3 credits, CRN 64249 (DH, HAP, WI)

Online Asynchronous

INSTRUCTOR: Colette Higgins
OFFICE: Na'auao 107
OFFICE HOURS: by appointment
ZOOM: Meeting ID: 794 689 9088, Passcode: lanakila
TELEPHONE: (808) 462-4711
EMAIL: chiggins@hawaii.edu
EFFECTIVE DATE: Spring 2023 (1/9 – 5/12)

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 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

A general study of the social, political and economic development of Hawai'i from the ancient Hawaiians to the present. This course meets the Diversification-Humanities (DH) requirement.

STUDENT LEARNING OUTCOMES

Students will:

1. Describe, analyze and interpret the major themes in the history of Hawai'i from the pre-contact period to the present.
2. Critically analyze primary sources.
3. Identify important individuals and events in the history of Hawai'i.
4. Make connections between contemporary events and Hawai'i's history.

HAWAIIAN, ASIAN AND PACIFIC (HAP) HALLMARKS

At least two-thirds of a class must satisfy the following:

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.

WRITING INTENSIVE (WI) HALLMARKS

Pre-requisite: Grade of C or better in ENG 100

1. The class uses writing to promote the learning of course materials
2. The class provides interaction between the instructor and students while students do assigned writing.
3. Written assignments contribute significantly to each student's course grade.
4. The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages
5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

COURSE TASKS

Quizzes

To help you learn the new material presented in readings, lectures and videos, there will be 16 quizzes that will include multiple choice, matching, short answer, true/false and fill-in-the-blank type questions (worth 5 points each). Quizzes will be opened every Sunday at 12:00 a.m. and must be completed by 11:55 p.m. the following Sunday. These quizzes are meant to be low stakes opportunities to demonstrate that you understand the material. By releasing the questions at the start of the week you may preview them before you watch the videos to encourage active engagement with the material as you seek the answers.

Writing Project (W.P.)

To teach writing as a process, there will be one writing project that will be done in three parts over the course of the semester to earn full credit. Each part of the assignment will require you to submit your paper via Google docs (see *Writing Project* assignment for specific details). You will need to meet specific deadlines for each part of this project. **Late papers will not be accepted for Parts I & II** because there will be peer reviews related to these. Late papers will be accepted for Part III, but will be assessed a penalty of five points for each day a paper is late.

Think/Writes (T/W)

To help you make connections between your existing knowledge and the new information being acquired in this class, you will submit three Think/Write essays during the semester. These will give you the opportunity to share your experiences and points-of-view regarding the various issues raised in class. For each Think/Write you will be choosing from a list of 4 or 5 questions. You will be graded on your ability to communicate your ideas and to make specific reference to course content. These should be well written using paragraph form, and free of grammar, spelling, capitalization and punctuation errors. Each Think/Write should be about 400-500 words in length.

You will post each Think/Write using the Discussions tool in Lualima by 11:55 p.m. on the day it's due. Be mindful that your readers for these Think/Writes are your classmates and the instructor. To encourage the sharing of your own ideas, you will not be able to see what your classmates have posted until you submit yours. You are encouraged to read all the Think/Writes posted by your classmates to learn from each other, but you will only be commenting on two of them for class assignment points. If you choose the 'Ike Kaiāulu option, you will write journals instead of Think/Writes. **Late Think/Writes (or 'Ike Kaiāulu Journals) will not be accepted.**

Class Assignments (C.A.)

To encourage participation and demonstrate understanding of the course material, there will be 19 class assignments. These assignments will be 5 or 10 points, depending on the level of difficulty and the time needed to complete each assignment. These will include: three Flip videos, one collaborative activity on Google docs, two Writing Project peer reviews, six responses to your classmates' Think/Writes, and answering questions pertaining to readings and documentary videos. Please note that there is no set day of the week when these will be due as the deadlines will vary in an effort to distribute the work throughout each two-week period. If you are having difficulty keeping up with the class assignments, please contact the instructor as I may be able to grant you an extension on the deadlines.

Extra Credit Option (maximum of 20 points)

Students are encouraged to watch for articles, videos and events for reaction paper topics. If you find anything relating to this history course and would like to write an extra credit reaction paper on it, you should consult with the instructor first to verify its relevance. You may also answer additional Think/Write questions for extra credit. A typical extra credit assignment is worth 10 points and usually consists of a reaction paper (250-300 words in length). You may submit these throughout the semester. The last day to submit any extra credit is Friday (5/12). Students who choose the 'Ike Kaiāulu option will write an end-of-semester final reflection essay that will count as their full 20 extra credit points.

'Ike Kaiāulu Option

Windward Community College's 'Ike Kaiāulu Community Engagement Program encourages students to serve their community. If you choose this option you will need to complete a minimum of 20 hours of service during the semester at an approved site. If you are already engaged in your community, and you think that it could apply to this course, you should meet with the instructor to discuss the possibility of continuing that relationship for this class. Students selecting this option will write three reflection journals instead of Think/Writes and will write an end-of-semester final reflection essay that will count as their full 20 extra credit points. Please let the instructor know by Monday (1/23) if you will be participating in 'Ike Kaiāulu.

ASSESSMENT AND GRADING

Quizzes	16 x 5 points each	80
Writing Project (3 parts)	(20 + 40 + 60)	120
Think/Writes (or Journals)	3 x 20 points each	60
Class Assignments	(5-10 points each)	140
	Total	400

Grade Scale

A = 360 – 400

B = 320 – 359

C = 280 – 319

D = 240 – 279

F = Below 240

LEARNING RESOURCES

Required Readings will be posted on Laulima in the week they are assigned. Some will be formatted as Portable Document Files (.pdf), others will be links to external website.

There will be 89 pages assigned from each of the two books listed below, and they will be provided as pdfs. If, however, you would like to read beyond what is required for this course, you are welcome to purchase these books to add to your personal library.

- Daws, Gavan. *Shoal of Time: A History of the Hawaiian Islands*. Honolulu: University of Hawai'i Press, 1968. This book is still in print and readily available. An inexpensive used copy can easily be found online or in used bookstores.
- Kame'eleihiwa, Lilikāla. *Native Land and Foreign Desires: Pehea Lā e Pono Ai?* Honolulu: Bishop Museum Press, 1992. This book is out of print, but an e-book can be purchased directly from <https://bishopmuseumpress.org/collections/ebooks> for \$9.99.

ADDITIONAL INFORMATION

This is an online asynchronous course. Students should expect to spend about 6-8 hours each week on this course, which will include readings, videos, class assignments, quizzes, and papers.

This course fulfills the Hawaiian, Asian and Pacific (HAP) graduation requirement in that it provides a native voice to Hawaiian history and includes topics about the Pacific and Asia in 10 of the 15 weeks. It transfers to UH-Mānoa, UH-West O'ahu, and the UH Community Colleges that have a HAP requirement (Honolulu, Kapi'olani, Kaua'i, Leeward, Maui).

As a Writing Intensive (WI) course, you will be expected to write a minimum of 4,000 words (about 16 pages) of formal writing. Writing will account for 180 of the 400 potential points in this class, or 45% of your grade.

- You will be expected to meet with the instructor about your writing at least once in the semester, either in-person or via zoom, at a time convenient to both of us.
- You may submit drafts of your Think/Writes and Writing Project to the instructor for review and feedback, but drafts will only be accepted up to one week prior to a paper's deadline to allow sufficient time for review and changes.

- Late papers will not be accepted in this class. The only exception to this rule is Writing Project (Part 3), which will be accepted late, but with a five point penalty for each day that it's late.

SUPPLEMENTAL INSTRUCTION (SI) PROGRAM

This class is supported by the Supplemental Instruction (SI) Program at WCC. SI is a FREE, collaborative, peer-study program that helps students succeed in difficult classes. Your SI Leader, **Haylie DeCorte**, is a student who has taken this class previously and has an understanding of the course material. In SI sessions, you will work together with Haylie to explore important concepts, review class notes, discuss reading assignments, and review for quizzes. All students in this class are encouraged to attend! You will be able to earn 2 bonus points for each SI session you attend. You may email Haylie at siwcc3@hawaii.edu.

Note: WCC data has shown that students who attend SI sessions are 20% more likely to receive A, B, or C grades than non-attendees and are less likely to withdraw from their courses. This data has also shown that the more sessions students attend, the more likely they are to pass.

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. Jodi Asato can be reached at (808) 235-7472, jodiaka@hawaii.edu or you may stop by Hale Kāko‘o 105 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:

Jojo Miller, Confidential Advocate
 Phone: (808) 348-0663
 Email: advocate@hawaii.edu
 Office: Hale Kāko‘o 110

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

Karen Cho, Deputy Title IX Coordinator
 Phone: (808) 235-7404
 Email: kcho@hawaii.edu
 Office: Hale ‘Alaka‘i 120

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

ADVICE FOR A SUCCESSFUL SEMESTER

Complete the reading assignments and watch the video lectures during the week they are assigned. This will enable you to complete the class assignments. Marking up your readings and taking notes when watching the videos may help you learn the new information being presented.

Ask questions. Don't be afraid to ask questions. All inquiries will be welcomed by the instructor. Please ask for if you need clarification on the information presented and the assignments given. It is the students' responsibility to let the instructor know when they are confused. If you say nothing, I assume you understand the content and the requirements.

Be mindful of deadlines. Do not procrastinate! Students are responsible for knowing when assignments are due. Do not miss the due dates for the writing project in this course, since it is nearly impossible to make up the points. Only 20 extra credit points are allowed in this course, therefore it is not practical to think that you can make up the missed points with extra credit. As your instructor, I can tell you that this strategy rarely works.

Talk to the instructor. I am here to assist you. Feel free to talk to me if you are having any difficulties in class. Even if you are not having difficulties, you are invited to call me, or make a zoom or in-person appointment. While I will schedule an appointment to meet with each one of you to provide individualized feedback on your writing project, I invite you to schedule additional appointments to discuss other concerns or historical interests. Please don't hesitate to reach out to me. I want you to succeed in my class.

Be considerate. While this class is an online asynchronous class, and most of the course work can be completed on your own, there will be assignments that will require you to engage with your classmates. For these assignments, please be respectful of your classmates when responding to their postings. Be mindful that each of us have unique backgrounds and experiences that inform our perspectives. Let's learn from each other. The instructor will strive to create a supportive and encouraging online learning environment, and reserves the right to remove postings that are deemed inappropriate.

Be honest. Academic integrity is expected. Students should consult the [Student Conduct Code](#)

for specific examples of cheating and plagiarism. 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 will receive a failing grade for plagiarized assignments. All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

Check your email regularly. Please note that important information from the college and your instructor will be sent to your **hawaii.edu** e-mail address. Faculty are required to use this e-mail address when corresponding with their students. If you don't regularly check that e-mail and would prefer to receive your messages through a non-University account that you already have, you may forward mail from hawaii.edu. Go to [How do I setup email forwarding...?](#) for specific directions on how to do it. Email messages sent to the instructor will receive a response within 24 hours, excluding excluding weekends and holidays.