

**HAWAIIAN STUDIES 255:
INTRODUCTION TO THE HAWAIIAN KINGDOM (WI)**

CN #64376

3 credits (online)

MA KA HANA KA 'IKE

'A'OLE PAU KA 'IKE I KA HALAU HO'OKAHI

INSTRUCTOR: Keanu Sai, Ph.D.

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WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

This course covers the origins and features of the Hawaiian state. Starting with Hawai'i's roots as a navigator society, this course explores the island kingdoms of Kaua'i, O'ahu, Maui and Hawai'i island. Detailed interaction between Hawaiians and navigators from other countries around the world such as Cook and Vancouver open up an investigation through the reign of Kamehameha I and his powerful wife Ka'ahumanu. The decision to construct a constitutional monarchy, achieve state recognition and develop a modern nation-state are examined further through the eighty-eight year period of Hawaiian Kingdom statecraft. Using tools from history, linguistics, social sciences and law, students will engage the transition of Hawaiian political systems as they emerged across specific periods with an eye towards developing theoretical frameworks for understanding why Hawaiian political systems progressed as they did.

WRITING INTENSIVE HALLMARKS

The hallmarks of this writing intensive course are:

1. Writing promotes learning of course content.
2. The class provides interaction between the instructor and students while students do assigned writing.
3. Writing contributes significantly to each student's course grade.
4. Students do a substantial amount of writing, a minimum of 4,000 words.
Depending on the types of writing appropriate to the discipline, students may write critical essays or reviews, journal entries, lab reports, research reports or reaction papers.
5. To allow for meaningful teacher-student interaction on each student's writing, the class is restricted to 20 students.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. The student will be able to identify and analyze key narratives, historical figures and events in the discovery and settlement of the Hawaiian Islands.
2. The student will be able to identify and analyze key historical figures and events in the formation and development of the Hawaiian nation and state through the 19th century.
3. The student will be able to describe and analyze the historical interaction between Hawaiian and European values, ideas and technology as they relate to political systems.

COURSE TASKS AND ASSIGNMENTS

METHODOLOGY:

Students will be expected to complete the required readings and submit three writing assignments as noted in the course schedule and your final paper. Grading is based on (20%) class participation and attendance, (30%) review and comment papers, and (50%) final paper. The class will be conducted in a seminar format and participation is required.

CONFERENCE:

Students will meet with the instructor at least once (1) throughout the semester. The student may schedule additional conferences should they feel the need to meet with the instructor. For students off island conference can be made by phone.

WRITING ASSIGNMENTS:

Writing assignments must be 4 pages in length and double-spaced with Chicago Style footnotes. Final papers will be 8 pages and double-spaced with Chicago Style footnotes. The total numbers of pages for the semester are 20 pages.

The Final paper should include:

1. Introduction. In the introduction you will provide some basic background on the topic you chose to write about and why it is important and interesting to you.
2. Thesis Statement. You'll need to provide a claim or argument that you want to assert as well as a basic outline of your paper. Example: "In this article, I will elaborate on the Larsen case and the actions taken by the parties since the Arbitral Award. I will then expound on the status of Hawai`i as a legal person and subject of international law, which firmly rests upon four fundamental elements: first, recognition of Hawai`i as an independent State; second, U.S. violation of Hawaiian State sovereignty on January 16, 1893; third, U.S. violation of Hawaiian neutrality during the Spanish-American War, 1898; and, fourth, U.S. violation of the International Law of Occupation to date. All four elements attribute to the continuity of the Hawaiian Kingdom as an independent State and

provides the basis for the present legal dispute with the United States of America concerning the rights of Larsen—a Hawaiian national."

3. Evidence & Discussion. Provide a logical and coherent discussion of your topic and cite sources.
4. Conclusion. Reiterate the significance of your argument and explain the relevancy of your argument in contemporary Hawai‘i.

LEARNING RESOURCES

Texts

- David Keanu Sai, “Ua Mau Ke Ea (Sovereignty Endures): An Overview of the Political and Legal History of the Hawaiian Islands,” Pu‘a Foundation, Honolulu, 2011 (\$59.95). The package includes the book and the accompanying DVD. Go online at: <https://www.puafoundation.org/shop/p/ua-mau-ke-ea-sovereignty-endures-the-textbook-and-academic-dvd>.
- David Keanu Sai (ed.), *The Royal Commission of Inquiry: Investigating War Crimes and Human Rights Violations Committed in the Hawaiian Kingdom* (2020). The book can be downloaded from the “Resources” link on Laulima.

Articles

- *Programme for Patriotic Exercises in the Public Schools*, Territory of Hawai‘i Department of Public Instruction, 2-14 (1906), can be downloaded from the “Resources” link on Laulima.
- “Hawai‘i’s Lesson to Headstrong California,” William Inglis, *Harper’s Weekly*, 226-228 (1907), can be downloaded from the “Resources” link on Laulima.
- “Legal Opinion on the Authority of the Council of Regency,” Federico Lenzerini, 3 *Hawaiian Journal of Law and Politics* 317-333 (2021), can be downloaded from the “Resources” link on Laulima.
- “This is not America: The Acting Government of the Hawaiian Kingdom Goes Global with Legal Challenges to End Occupation,” Dennis Riches, 1 *Center for Glocal Studies* 81-130 (2015), can be downloaded from the “Resources” link on Laulima.
- “Setting the Record Straight on Hawaiian Indigeneity,” David Keanu Sai, 3 *Hawaiian Journal of Law and Politics* 6-72 (2021), can be downloaded from the “Resources” link on Laulima.

COURSE EXPECTATIONS

Respect the class as a learning environment by:

- Positive engagement in discussions.
- Use of appropriate language.
- Respecting the opinion and experiences of others.
- Conferences with the instructor are mandatory.

COURSE SCHEDULE

Week #1 (Jan. 9 – 16)— Native Hawaiians are not an Indigenous People

- READ: “Setting the Record Straight on Hawaiian Indigeneity,” Sai, 3 *Hawaiian Journal of Law and Politics* 6-72 (2021).
- WATCH: “The Importance of Terminology,” <https://www.youtube.com/watch?v=HYtX4zheGMI&t=2482s>
- Post Comment on Laulima discussion board

Week #2 (Jan. 16 – 23)—*Evolution of Absolute Authority (Part I)*

- READ: Pages 9-37, UA MAU KE EA: Sovereignty Endures (2011)
- WATCH: Corresponding chapters to the readings of UA MAU KE EA on DVD
- Post Comment on Laulima discussion board
- **Jan. 23—First written assignment due**

Week #3 (Jan. 23 – 30)—*Government Reform (Part II)*

- READ: Pages 45-65, UA MAU KE EA: Sovereignty Endures, (2011)
- WATCH: Corresponding chapters to the readings of UA MAU KE EA on DVD
- Post Comment on Laulima discussion board

Week #4 (Jan. 30 – Feb. 6)—*United States Seizure of the Hawaiian Islands (Part III)*

- READ: Pages 73-95, UA MAU KE EA: Sovereignty Endures, Dr. Keanu Sai (2011)
- WATCH: Corresponding chapters to the readings of UA MAU KE EA on DVD
- Post Comment on Laulima discussion board
- **Feb. 6—Second written assignment due**

Week #5 (Feb. 6 – 13)—*Occupation of the Hawaiian Kingdom (Part IV)*

- READ: Pages 103-127, UA MAU KE EA: Sovereignty Endures, Dr. Keanu Sai (2011); Territory of Hawai‘i Department of Public Instruction, *Programme for Patriotic Exercises in the Public Schools*, 2-14 (1906); “Hawai‘i’s Lesson to Headstrong California,” William Inglis, *Harper’s Weekly*, 226-228 (1907)
- WATCH: Corresponding chapters to the readings of UA MAU KE EA on DVD
- Post Comment on Laulima discussion board

Week #6 (Feb. 13 – 20)—*Acting Government Established by Doctrine of Necessity*

- READ: Pages 12-28, “The Royal Commission of Inquiry,” Sai (2020); and “Legal Opinion Affirms Authority of the Council of Regency Under International Law,” Lenzerini (2021)
- WATCH ONLINE: “The Road to Recovery,” <https://www.youtube.com/watch?v=VKCi8YDke6Q&t=16s>
- Post Comment on Laulima discussion board
- **Feb. 20—Third written assignment due**

Week #7 (Feb. 20 – 27)—*Acting Government Established by Doctrine of Necessity*

- READ: Pages 28-52 “The Royal Commission of Inquiry,” Sai (2020)
- WATCH ONLINE: “The Acting Hawaiian Council of Regency: Exposing the American Occupation of the Hawaiian Kingdom,” <https://www.youtube.com/watch?v=CF6CaLAMh98>
- Post Comment on Laulima discussion board

Week #8 (Feb. 27 – Mar. 3) —*This is not America*

- READ: “This is not America: The Acting Government of the Hawaiian Kingdom Goes Global with Legal Challenges to End Occupation,” Dennis Riches, 1 *Center for Global Studies* 81-130 (2015)
- Post Comment on Laulima discussion board
- **Mar. 3—Final paper due**

****Course Syllabus Subject to Change****

Disability 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)

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/.

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, WCC has resources to support you. To speak with someone confidentially, contact the Mental Health & Wellness Office at 808-235- 7393 or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal

report, contact the Title IX Coordinator, Karla K. Silva-Park, at 808-235-7468 or karlas@hawaii.edu.