



UNIVERSITY of HAWAII*
WINDWARD
COMMUNITY COLLEGE

**HAW 100 (FGB) - Language in Hawai'i: A Microcosm of Global Language
Issues
3 Credits (CRN 62424)**

INSTRUCTOR: J. Makani'olu Honda
CLASSROOM: Asynchronous
MEETING TIMES: Asynchronous
OFFICE: Hale A'o 105
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EFFECTIVE DATE: Spring 2024

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

Survival kit for life in Hawai'i: Introduction to Hawaiian and language related issues enhancing communicative experience in Hawai'i. Examination of social, cultural, political, and linguistic cross cultural interaction locally and globally. Taught in English/Hawai'i Creole English.

COURSE OBJECTIVES

- To introduce students to the development and change of languages and cultures due to the cross-cultural processes of colonization and occupation and its effects on native/indigenous peoples from around the world, with Hawai'i and Hawaiians at the center.
- To familiarize students with the social, ethnic, political, and linguistic make-up of Hawai'i society with emphasis on native Hawaiians who represent the host culture.
- To initiate discussion among students in a safe and comfortable environment about issues related to language use, policy, and legislation in Hawai'i, particularly related to the

Hawaiian language, Pidgin (Hawai'i Creole English) and American English, and to initiate analysis of these same issues in other global societies.

- To provide an opportunity for students to demonstrate their understanding and interpretation of topics from traditional and non-traditional points of view.

FOUNDATIONS REQUIREMENTS AND HALLMARKS

HAW 100 fulfills 3 credits in Group B of the General Education requirement (Foundations: Global and Multicultural Perspectives) for both an A.A. degree at WCC and a Bachelor's degree at UH Manoa. Consequently, it meets the following hallmarks of global and multicultural perspectives:

- Provide students with a large-scale analysis of human development and change over time.
- Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe and Oceania).
- Offer a broad, integrated analysis of cultural, economic, political, scientific and/or social development that recognizes the diversity of human societies and their cultural traditions.
- Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.
- Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
- Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

STUDENT LEARNING OUTCOMES

As a result of taking this course, students can expect to be able to:

- identify similar and distinctive patterns of development and change within different native/indigenous populations from around the world who have a shared history of colonization and/or occupation, from loss of native language and culture to efforts on behalf of native/indigenous people to revitalize and perpetuate their native language and culture.
- develop a deeper understanding and appreciation for the local, Hawai'i community and our diverse backgrounds, cultures, languages, worldviews, and experiences, thus enhancing their communicative experience here in Hawai'i as well as in their individual home communities and setting the stage for improved relations between diverse groups.
- make more informed decisions and better judgments about the various cross-cultural issues covered in the course.
- explain in general the ethnic and linguistic make-up of ancient and modern Hawai'i and explain how change happened over time.
- explain and interpret political and social points of view from the native and non-native perspective.
- read, pronounce, and have a basic understanding of many Hawaiian and Pidgin words, names, and phrases and begin to appreciate multilingualism.

COURSE TASKS

Students will be graded on work covered for a total of nine units. This includes: active participation, nine blog entries, one midterm presentation, and a final powerpoint presentation. All graded assessments are explained further below:

Participation (90 points) -

Participation in this course is crucial to your success and the synthesizing of the course material. There are a total of nine units we will cover throughout the semester; you can earn up to 10 points of participation per unit. You must be fully engaged in class discussions/activities to receive participation credit.

Blog Entries (180 points) -

We will cover a total of nine topics through the course of this semester. For each topic, students will be required to submit a Blog entry via Laulima. Each Blog entry should consist of what the student has learned about that topic as well as a short reaction to the material. They will use the articles, videos, and in-class activities and assignments to support their claims.

Midterm Project (60 points) -

A written midterm examination will be given approximately half-way through the semester. All material covered up to that point will be included on the exam.

Final Project/Presentation (150 points) -

The final for this class will be an individual presentation. You will prepare and present a powerpoint project for the class which will examine one of our course topics in further depth, including a reflective component that shares any new or changed attitudes on the issue/topic. These presentations should be recorded in a way that your voice and face is visible during the presentation.

ASSESSMENT TASKS AND GRADING

480 points total will be possible for the semester, and the breakdown is as follows:

Points	%	Grade
432-480	90-100%	A
384-431	80-89%	B
336-383	70-79%	C
288-335	60-69%	D

0-287	0-59%	F
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COURSE CALENDAR

UNIT 1: Language and Identity

WEEK 1 & 2

Language usage as an identity marker. Identifying individuals/groups of people through their choice of language. Using a broad-range of languages cross-globally, students look at identifying terms and their etymologies like the word “haole” and similar terms in other languages. Additionally, students look into issues regarding blood quantum and identity politics (i.e. colorism). Commonly used words and phrases in Hawaiian and Hawai‘i Creole English (Pidgin) like forms of address, proverbs/traditional sayings, and language use in the presentation of self.

Required Readings/Videos:

- (Video) Degio, Anthony. (2010). Anthony Degio on Koro Language.
- (Video) Jackson, Hikurangi. (2019). The word Pakeha - what does it mean to you?
- Kauanui, J. Kēhaulani. “For Get” Hawaiian Entitlement.
- Ledward, Brandon. On Being Hawaiian Enough: Contesting American Racialization with Native Hybridity.
- Lone Wolf (Blackfoot). (1991). School wasn’t for Me. In P. Nabokov (Ed.), *Native American Testimony: A Chronicle of Indian/White Relations from Prophecy to Present, 1492-199, 220-221*.
- Okeke, Ambrose N. (1982). Traditional Education in Igboland. In F. C. Ogbalu and E. N. Emenanjo (Eds.), *Igbo Language and Culture Volume Two, 15-26*. University Press Limited: Ibadan.
- Sun Elk (Taos Pueblo). (1991). He is not One of Us. In P. Nabokov (Ed.), *Native American Testimony: A Chronicle of Indian/White Relations from Prophecy to Present, 1492-199, 221-224*
- Trask, Haunani-Kay. (1993). From a Native Daughter, 113-122. Honolulu: University of Hawai‘i Press.
- (Video) Woo-O’Brien, No‘eau. (2019). 41. - HKT on the word Haole

Unit 1 Blog:

Please use the following questions to help reflect upon and synthesize the content of this unit.

- How does language affect personal, group, and national identity?
- Is language a universal marker of identity? Why or why not?

UNIT 2: Ideology of Language & Non-Verbal Communication

Week 3 & 4

What affects ideology? How does language affect ideology? Why is this important? Occupation, colonization, globalization, and their pros and cons. “Good” vs “bad” language acquisition and

usage. Authenticity and prevailing attitudes about language in the community. Language versus dialect, Hawaiian and Neo-Hawaiian.

What are the main forms of non-verbal communication? Comparing and contrasting non-verbal communication cross- culturally. Worldview and conflicts in non-verbal communication. Intercultural communication and worldview.

Required Readings/Videos:

- (Video) Buggle, Annabelle. (2013). Can Language Affect How You Spend Your Money?
- Clarke, Damon. (1996). What My Hualapai Language Means to Me. In Gina Cantoni (Ed.), Stabilizing Indigenous Languages, Center for Excellence in Education Monograph Series, Special Issue, 92-95.
- (Video) Nat Geo Books. (2010). The Last Speakers.
- NeSmith, Richard K. (2002). Tutu's Hawaiian and the Emergence of a Neo-Hawaiian Language. Unpublished Master's Thesis: University of Hawai'i at Manoa.
- (Video) The New York Times. (2014). Who Speaks Wukchumni? | Op-Docs | The New York Times.
- Rydving, Hakan. (2004). Language Proficiency and Ethnicity: The Sami Case. *Senri Ethnological Studies*, 66, 357-370.
- (Video) Wieser, Daniel. (2013). The Linguists - African N/u language.
- Wong, Laiana. (1999). Authenticity and the revitalization of Hawaiian. In *Anthropology and Education Quarterly*, 30(1): 94-115.
- Amoako-Agyei, Erika. (2009). Etiquette in Africa: Four Gestures to Avoid.
- (Video) Bieundurry, Clifton. (2010). Traditional Hand Signs (Australia).
- (Video) Gestures Across Cultures. Massai in East Africa, Mali-West Africa, Morocco, Turkey (Kurdish), North America, South France, Sardenia, Rome, England, Japan, Turkish, Italy, Greek, Britain, India, Bulgaria.
- (Video) Hall, Vivienne. (2013). 8 Types of Nonverbal Communication YouTube.
- Hirvonen, Vuokko. (2010). The Yoik Opens a Door to Sami Oral Literature: A Path into Language, Identity and Self-Esteem. In Veronica Arbon (Ed.), *Indigenous Voices, Indigenous Research*, 91-98.
- (Video) The World is Our Thing. (2017). Gestures Around the World.

Unit 2 Blog:

Please use the following questions to help reflect upon and synthesize the content of this unit.

- How does language affect ideology, and why is this important particular reflecting on the phenomena of globalization?
- Within a language revitalization movement there can be competing ideologies on language acquisition highlight some of the key issues in regards to methodology and authenticity? How are these connected, and are these important, and if so why?

- What are the main forms of non-verbal communication? Compare and contrast non-verbal communication cross-culturally, how is it a representation of worldview and what are some possible conflicts that can arise from a lack of awareness in this area?

UNIT 3: Hawaiian Language

Week 5 & 6

History of the Hawaiian Language and present-day usage. Hawaiian spelling, pronunciation, and intonation, basic Hawaiian structure, simple phrases, audio/visual introduction to Hawaiian language (page from late nineteenth and early twentieth century Hawaiian language newspaper, voice recording of a native speaker of Hawaiian), comparing and contrasting Polynesian and Austronesian languages (Tahitian, Samoan, Maori, Tongan, Ilokano, Tagalog), other languages in Hawai'i (English, Portuguese, Japanese, Chinese), language ties (Hawai'i, Asia, Micronesia, Egypt), and comparison to languages across the globe.

Required Readings/Videos:

- (Video) ahairoleloa. (2011). E ola ka 'ōlelo Hawai'i.
- Harrison, David K. (2007). When Languages Die: The Extinction of the World's Languages and the Erosion of Human Knowledge, 171-177. University Press: Oxford.
- Schutz, Albert J. (1995). All About Hawaiian. Honolulu: University of Hawaii Press.
- Solis, Ron. (2004). Hawaiian Counting System, Traditional and Introduced. Powerpoint Presentation.
- (Video) Sebo, Ganibe. (2009). Foe Counting System.

Unit 3 Blog:

Please use the following questions to help reflect upon and synthesize the content of this unit.

- What are some of the hallmarks of the Hawaiian language?
- What are your thoughts on the process and importance of learning a second, or an additional language?

UNIT 4: Names & Naming

Week 7 & 8

Exploring the practice and art of naming, a cultural tradition that spans human societies in different regions and is integrally linked to language, in particular the drastic changes that can occur when a Native or minority language is replaced by the colonizer or majority language. Comparing and contrasting naming methods cross culturally. Looking at both personal names & place names. Considering the importance of names geographically and the effects of erasure of native place names. Endonym, Exonym, Etymology. Problems associated with the mis-usage of names in the media and material world. Renaming and reclaiming kuleana related to names and naming practices.

Required Readings/Videos:

- (Video) ABC Indigenous. (2019). You learn the name, you learn the Country, and respect its history - This Place.
- Herman, RDK. (1999). The Aloha State: Place Names and the Anti-Conquest of Hawai'i.

- Kostanski, Laura and Clark, Ian D. (2009). Reviving Old Indigenous Names for New Purposes.
In Koch, Harold and Hercus, Luise (Eds.), *Aboriginal Placenames: Naming and Re-naming the Australian Landscape 189-206*.
- Pukui, Mary Kawena. (1972). *Nana I Ke Kumu, Volume 2. Hui Hanai, Queen Lili'uokalani Children's Center*, 94-105.
- Pukui, Mary Kawena, Elbert, Samuel H. and Mookini, Ester T. (1974). *Place Names of Hawaii*. Honolulu: University of Hawaii Press.
- (Video) The Obama White House. (2009). Jamaica Osorio Performs "Kumulipo" at the White House Poetry Jam: (6 of 8).

Unit 4 Blog:

Please use the following questions to help reflect upon and synthesize the content of this unit.

- Provide an example of a place name being replaced in Hawaii and discuss how that affects ideology and identity. Is this a matter of cultural appropriation, replacement or combination of issues?
- Does cultural appropriation, or replacement matter, and if so to whom?

Midterm Presentation:

Will be a presentation on the contents of units 1-4. It will be worth 60 points.

UNIT 5: Pidgin - Hawai'i Creole English

Week 9 & 10

Definitions of pidgins and creoles. History and establishment of HCE. Processes of pidginization (i.e., development of pidgin-Hawaiian versus pidgin-English, development of pidgin languages in the Caribbean & the Americas), creolization (i.e., Hawai'i Creole English/Pidgin), and de-creolization. Learning about creoles throughout the world and comparing them to HCE. Issues of Pidgin (creole) v. indigenous/ aboriginal languages v. the colonizer's/occupier's language.

Required Readings/Videos:

- (Video) Booth, Marlene and Young, Kanalu. Harryman. (2009). *Pidgin: The Voice of Hawai'i*. NY: New Day Films.
- Kimura, Larry. *Native Hawaiian Culture: The Role of Pidgin*. 198-203.
- Mufwene, Salikoko S. (2001). *The Ecology of Language Evolution*, 3-11, 170-184, 204-207 (a selection of these readings). University Press: Cambridge.
- Rhydwen, Mari. *Kriol: The Creation of a Written Language and a Tool of Colonisation*. In Michael Walsh and Colin Yallop (Eds.), *Language and Culture in Aboriginal Australia*, 155-168.
- Sakoda, Kent and Siegel, Jeffrey. (2002). *Pidgin Grammar: An Introduction to the Creole Language of Hawai'i*. Honolulu: Bess Press.

- Tonouchi, Lee (2009). Living Pidgin: Contemplations on Pidgin Culture, 17-23.
- Tsai, Michael (1995). Pondering Pidgin. Honolulu Weekly, 4-6.

Unit 5 Blog:

Please use the following questions to help reflect upon and synthesize the content of this unit.

- What role did/do creole language have in shaping the linguistic makeup of a community, and how does it affect identity?
- How does “Pidgin” compare and contrast to other creole languages in the world?

UNIT 6: Hawai‘i Political History

Week 11 & 12

In-depth look at the political history of Hawai‘i with focus on Kingdom and post-overthrow era. Sovereignty and international relations.

Required Readings/Videos:

- Barker, Holly M. (2004). Bravo for the Marshallese: Regaining Control in a Post-Nuclear, Post-Colonial World. Chapter 7, Uncovering Themes in Linguistic Data (111-112). Thomson Wadsworth: Australia.
- Beamer, B. Kamanamaikalani. 2008. Na wai ka mana? ‘Ōiwi agency and European imperialism in the Hawaiian Kingdom, 12-13. University of Hawai‘i at Mānoa PhD dissertation.
- (Video) Puhipau, Joan Lander. (1993). Act of War: The Overthrow of the Hawaiian Nation.
- Sai, David Keanu. Slippery Path towards Hawaiian Indigeneity: An Analysis and Comparison Between Hawaiian State Sovereignty and Hawaiian Indigeneity and its use and practice in Hawai‘i today. Journal of Law and Social Challenges (San Francisco School of Law), 10(1), 103-106.
- Trask, Kaunani-Kay. 1999. Native Daughter: Colonialism and Sovereignty in Hawai‘i, 25-29. Honolulu: University of Hawai‘i Press.

Unit 6 Blog:

Please use the following questions to help reflect upon and synthesize the content of this unit.

- How has the religious, political, economic, and cultural transformation of Hawaii affected language drift/replacement in Hawaii?
- How does Hawaii’s situation compare and/or contrast with other threatened or endangered languages across the world?

UNIT 7: Linguistic Human Rights

Week 13 & 14

What are LHR? Who’s affected by LHR? What happens when LHR are not upheld? LHR in regards to ‘ōlelo Hawai‘i. Language policy and planning, official languages versus dialects, kuleana and appropriation of kuleana.

Required Readings/Videos:

- Alfred, Taiaiake. (2005). Wasase: Indigenous Pathways of Action and Freedom, 244-256. Broadview Press: Canada.
- (Video) Kaneokana. (2018). Eia nō au ke kū nei ma mua ou.
- Kidwell, Clara Sue. (2001). Choctaw Schools. In Marcia Haag and Henry Willis, Choctaw Language and Culture: Chata Anumpa, 306-308. University of Oklahoma: Norman.
- Ngugi, wa Thiong'o. (1986). Decolonizing the Mind: The Politics of Language in African Literature. Portsmouth, NH: Heinemann Educational Books, 1-33.
- Skutnabb-Kangas, Tove and Bucak, Sertaç. (1994) Killing a Mother Tongue: How the Kurds are Deprived of Linguistic Human Rights. Skutnabb-Kangas, Tove and Robert Phillipson. 1995. Linguistic human rights, past and present. In Skutnabb-Kangas, Tove and Robert Phillipson (eds.) Linguistic Human Rights: Overcoming Linguistic Discrimination. 71-110. New York: Mouton de Gruyter.
- (Video) Skutnabb-Kangas, Tove. (2010). The Role of Mother Tongues: Educational Goals and Models, Linguistic Diversity and Language Rights. Trace Foundation.
- Warner, Sam L. (1999). Kuleana: The right, responsibility, and authority of indigenous peoples to speak and make decisions for themselves in language and cultural revitalization. In Anthropology and Education Quarterly, 30(1): 68-93.

Unit 7 Blog:

Please use the following questions to help reflect upon and synthesize the content of this unit.

- What are the potential consequences of a language when Linguistic Human Rights are not upheld
- Are Linguistic Human Rights currently being upheld in Hawaii?

UNIT 8: Languages Movements, Death, and Revitalization

Week 15 & 16

Why do languages “die”? How to stop language death. Language revitalization processes like the Hawaiian Immersion revitalization movement and movements throughout the world (including the Pacific, Africa, the Americas, Asia, etc.). Ecology of language and the Hawaiian revitalization movement. Indigenous language and the media. Expanding domains of use.

Required Readings/Video:

- Afigbo, A. E. (1982). Towards a Cultural Revival Among the Igbo-Speaking Peoples. In F. C. Ogbalu and E. N. Emenanjo (Eds.), Igbo Language and Culture Volume Two, 1-14. University Press Limited: Ibadan.
- Akindes, Fay Yokomizo. Sudden Rush: Na Mele Paleoleo (Hawaiian Rap) as Liberatory Discourse. Discourse, 23.1, Winter, 82-98.
- (Video). First Speakers. Ojibwe Rapper. Prayers In A Song. Heinrich, Patrick. (2005). Language Loss and Revitalization in the Ryukyu Islands. The Asia-Pacific Journal, Vol. 2, Issue 11.
- Hinton, Leanne. (2001). Language Revitalization: An Overview. In Leanne Hinton & Ken Hale

- Loss and Revitalization in the Ryukyu Islands. *The Asia-Pacific Journal*, Vol. 2, Issue 11.
- (Video). Raward, Rudolph. On Panau Language. (Video). Smallwood, Amik. On Preserving Native Languages.
 - Warner, Sam L. Noeau. (2001). The Movement to Revitalize Hawaiian Language and Culture. In Leanne Hinton & Ken Hale (Eds.), *The Green Book of Language Revitalization in Practice*, 133-144. San Diego: Academic Press.

Unit 8 Blog:

Please use the following questions to help reflect upon and synthesize the content of this unit.

- What are some key components of successful language revitalization efforts, and where can these examples be found?
- What can Hawaii learn from others, and what can others learn from Hawaii in the field of language revitalization?

FINAL EXAM:

Week 15, 16 & 17 (exam week)

The final for this class will be a presentation. Each individual will prepare and present a power point project for the class which will examine one of our course topics in further depth, including a reflective component that shares any new or changed attitudes on the issue/topic. This final project will be worth 150 points total.

LEARNING RESOURCES

All course readings, and links to videos will be found in course's Lulima site at no cost.

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.

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:

Kaahu Alo
Student Life Counselor, Designated Confidential Advocate for Students
Phone: (808) 235-7354

Email: kaahualo@hawaii.edu
Office: Hale 'Ākoakoa 232

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

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

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/

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.

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.

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