

Class Meets: 11:30am - 12:20pm

Mondays and Wednesdays in Webster 103

Fridays in Labs: Lab 1 - Webster 103; Labs 2 & 3 Combined - Mil 1

This course examines the:

- ***Origins of Na Kānaka ‘Ōiwi Hawai‘i Maoli - the Native Hawaiians - and the core Hawaiian values around which a distinct and unique culture indigenous to Hawai‘i Pae ‘Āina - the Hawaiian islands evolved - aloha kekāhi i kekāhi – love, respect and care for one another; aloha ‘āina – love, respect and care for the land, ocean and natural resources; aloha i nā akua – love, respect, and care for the spiritual forces of the universe [H2]***
- ***Economic forces that transformed the Native Hawaiian subsistence social system - the pursuit of the China Trade by the United States and Europe; whaling and mercantilism; plantation capitalism which exploited Asian immigrant labor; the military; tourism; and globalization.***
- ***Transformation of the Hawaiian system of land stewardship into private land ownership, while the vested rights of Native Hawaiians persist in private and public land trusts and ancestral lands. Despite this transformation, the persistence of unique and distinct Native Hawaiian cultural customs, beliefs, and practices within a multicultural society is described. [H3]***
- ***Persistence of Native Hawaiian governance in Hawai‘i, as a unique and distinct indigenous people***
- ***Historic interaction of Asian and Pacific societies with Native Hawaiian society during the 19th century and the intersection of Asian and Pacific cultures with Native Hawaiian culture in Hawai‘i’s multiethnic society. The course will also compare the perspectives of Native Hawaiians with those of Pacific Islanders with regard to land, religion and political sovereignty. [H-1]***

Learning Outcomes:

Through lectures, labs and community service learning, multi-cultural respect and understanding will hopefully be enhanced and the following outcomes achieved:

1. *Demonstrate a grasp of challenges facing indigenous Native Hawaiians.[H3]*
2. *Demonstrate ability to make explicit connections between social injustices experienced by Native Hawaiians and Hawai‘i’s political economy.[H3]*
3. *Demonstrate an understanding of the unique history of Native Hawaiians as part of Hawai‘i’s multi-ethnic working and common people and movements for social justice.[H3]*
4. *Demonstrate ability to use reading, writing and thinking skills to critically analyze both historic and contemporary patterns and issues of Native Hawaiians and Hawai‘i’s multi-ethnic society.[4]*
5. *Demonstrate ability to link classroom ideas and knowledge to current events and processes in Hawai‘i relative to Native Hawaiians.[H3]*
6. *Demonstrate, through civic engagement, the ability to learn those skills demanded by a change-oriented democratic citizenship.[H4]*

OFFICE HOURS:

The office hours for Professor Davianna Pomaika'i McGregor, PhD are Mondays and Wednesdays from 10:00am to 11:00am. Appointments with Davianna or the lab instructors can be arranged in lectures, by calling 956-7068 or via email to davianna@hawaii.edu.

OFFICE:

The department office is in George 301. Davianna's office is in George 336.

READINGS:

The course reader can be purchased at Professional Image - 2633 S. King St. - phone 973-6599. The reader is also be made available at no charge electronically at Laulima.

COURSE REQUIREMENTS (Home assignments should be typewritten and submitted as hard copies)

285 points ESSAYS

9 written assignments and 1 oral presentation throughout the semester. Note, the final assignment is due

120 points PROJECTS:

Each student will be required to work on one service project. There will be six choices for a service project: a morning at Ulupo Heiau or Pohaku O Hauwahine; a work day in the Waianae Mountains; a morning at He'eia Fishpond; a Saturday morning at Maunawila Heiau; or First Saturday mornings at Kanewai Lo'i. If one is unable to do a service project, then one can spend 4 hours scanning Ethnic Studies documents in the department's office.

50 points ATTENDANCE

LECTURE: Roll will be taken in lecture @ 1point each. 30 points

LAB: Attendance in lab is mandatory and roll is taken in each session.
1 point is for attendance and 1 point is for participation in each lab 20 points

GRADING SCALE:

455 – 423 = A; 422 - 386 = B; 385 - 341 = C; 340 – 295 = D; Below 295 = F

Missing 6 lectures will drop you one grade. Missing 11 lectures will drop you 2 grades. Missing 16 classes will drop you 3 grades.

EXTRA CREDIT:

You may earn a maximum of 10 points extra credit by participating in a community activity or writing a letter to the editor on a relevant contemporary topic.

Syllabus

Week #1 January 9 -13

- (M) **KĀNAKA HAWAI'I, 'ŌIWI, MAOLI**
Definitions, demographics, and contemporary issues of Native Hawaiians [H4]
Handout: Definitions; Schedule of Assignments; Lab Assignment #1;
- (W) **KA WĀ KAHIKO - ORIGINS, SETTLEMENT, GOVERNANCE – Part 1**
Origins of Nā Hawai'i, Settlement of the Hawaiian Islands, 4 chiefdoms
Video Excerpts: 'O Hawai'i [H1]
- (F) **Lab I: Lab Assignment #1 – Analyze Contemporary Conditions of Kānaka 'Ōiwi**

Readings: ES 221 - Preface and Chapter 2 of Reader

Week #2 January 16 - 20

- (M) **Holiday - Martin Luther King Day**
- (W) **KA WĀ KAHIKO – HAWAIIAN SOCIAL SYSTEM – ALOHA 'ĀINA [H2] [H2]**
Organization of the Society for Stewardship of Lands and Resources
Handout: Assignment #2 Native Hawaiian Culture, Custom and Practice
- (F) **EA O NĀ HAWAI'I**
Genealogy of Hawaiian Governance

Reading: Reading on Papakumakawalu and Chapter 2 of Reader

Week #3 January 23 - 27

- (M) **NĀ AKUA, SPIRITUALITY AND HAWAIIAN SCIENCE**
Handout: Lab Assignment #3
- (W) **PAPAHULILANI, PAPAHLIHONUA, PAPAĀNAUMOKU[H2]**
Hawaiian worldview, scientific knowledge and spiritual values
- (F) **LAB II: Lab Assignment #3 Papakūmakawalu**

Reading: Chapter 2 and Appendix 1 of reader and Hawaiian Mo'olelo

Week #4 January 30 – February 3

- (M) **COOK AND THE INVASION OF TRADE [H1]**
Captain Cook's encounters with Native Hawaiians and the development of the China trade; First Images of Hawai'i
Handout: Lab Assignment #4
- (W) **KAHEKILI AND KAMEHAMEHA[H1]**
The leadership of Kahekili & Kamehameha in the unification of the Hawai'i
- (F) **LAB III: Lab #4 Analysis of the pros and cons of a central government**
Organize for Student Lab Presentations in March

Reading: Chapter 3 of reader and Hawaiian mo'olelo

Week #5 February 6 -10

- (M) **KE AUPUNI HAWAII**
The Kingdom of Hawai'i, Iliahi and Foreign Influence
Handout: Lab Assignment #5
- (W) **'AI NOA**
Discussion of how and why the Kapu and Hawaiian chiefly religion was abolished.
Note: this was unprecedented throughout the Pacific. [H1]
- (F) **LAB IV [H3]: Lab Assignment #5 'Ai Noa**
Lab Assignment # 2 DUE

Reading: Chapter Three of Reader

Week #6 February 13 - 17

- (M) **PERPETUATION: PELEHONUAMEA**
Example of the Perpetuation of Religious Beliefs Beyond 'Ai Noa [H3]
Video - Pele's Appeal
Handout: Service Learning Projects
- (W) **REVIVAL: KAHO'OLAWA**
Rebirth of Kanaloa and Aloha 'Aina [H2 & 3]
Video: Standing on Sacred Ground – Islands of Sanctuary
- (F) **LAB V: KAPAPA LO'I O KANEWAI [H2 & 3]**
All labs will meet at the Kanewai Cultural Garden

*Reading: Wao Kele O Puna and the Pele Defense Fund and
Kaho'olawe: Rebirth of the Sacred; Chapter 10*

Week #7 February 20 - 24

- (M) **Holiday: President's Day**
- (W) **WAVE OF FOREIGN INFLUENCE**
Capital, Hawaiian Labor and Gunboat Diplomacy [H3]
- (F) **CONSTITUTIONAL MONARCH AND PRIVATE LAND SYSTEM**
Handout: Lab Assignment #7 Analysis of Hawaiian Land System

Reading: Chapter Four and Five of Reader

Week #8 February 27 – March 3

- (M) **KA MĀHELE**
The steps to establish a system of private property in Hawai'i [H3]
Handout: Assignment #8 Moon Log Journal
- (W) **KULEANA RIGHTS AND LAND HUI [H3]**
- (F) **Lab VI: Assignment #6 Student Run Lab on Land System in Hawai'i and Pacific Islands**

Reading: Chapter 5, Sections of Chapter 9 and Appendix 3 of the Reader

Week #9 March 6 - 10

- (M) **RESERVED RIGHTS: HOA'ĀINA RIGHTS**
- (W) **THE ALI'I TRUSTS**
The origin and implementation of the charitable trusts established for the benefit of Native Hawaiians.[H1, H3 & H4]
- (F) **Lab VII: Assignment #6 Student Labs on Customary Lands and Access in Hawai'i and Pacific**
Assignment #8 Land System DUE

Reading: Chapter 5, Sections of Chapter 9, 11 and Appendix 2 of the Reader

WEEK #10 *March 13 - 17*

- (M) **LABOR, MARKET, KALĀKAUA**
Hawaiian Labor, American Markets, Asian Immigrant Labor [H4]
Handout: Assignment # 9
- (W) **THE DEVELOPMENT OF PLANTATION CAPITALISM AND THE BAYONET CONSTITUTION**
Video Excerpts: Hawai'i's Last Queen [H1]
- (F) **Lab VIII: Assignment #9 Analysis of Reciprocity Treaty**

Reading: Chapters 6 of the Reader

Week #11 *March 20 - 24*

- (M) **COUP DE'TAT [H3 & 4]**
Four days in January 1893
- (W) **RESTORATION AND ANNEXATION (?)**
Hawaiians Organize to Sustain Governance and Resist Annexation
- (F) **LAB IX: Student Reports Comparing Governance of Hawai'i with that of Other Pacific Islands [H1 & H4]**
Exam #2 - Take Home DUE

Reading: Chapter 7 of the Reader

MARCH 27 - 31 SPRING BREAK

Week #12 *April 3 - 7*

- (M) **COLONIAL INSTITUTIONS & BIG FIVE TERRITORY**
Big Five Territory and Conditions of Native Hawaiians Under the Territory of Hawai'i
Assignemnt #7 Due
- (W) **MASSIE AFFAIR**
- (F) **Lab X: Massie Case and Historical Retrospective**
- Reading: Chapter 9 of the Reader*

Week #13 *April 10 - 14*

- (M) **UNDETERRED: HAWAIIAN HOMELANDS**
Establishment of the Hawaiian Homelands [H2 and H3]
- (W) **PERSISTENCE: CULTURAL KĪPUKA [H2 AND H3]**
Continuity of Hawaiian Cultural Customs, Practices and Language
- (F) **HOLIDAY – Good Friday**
- Reading: Chapters 8 & 9 of the Reader*

Week #14 *April 17 - 21*

- (M) **STATEHOOD**
Catalyst of the Contemporary Hawaiian Movement
Video: Hawaii 1959 - 1989 [H1 & H4]
- (W) **CONTEMPORARY HAWAIIAN MOVEMENT [H2 & H3]**
The exercise and assertion of Native Hawaiian rights
- (F) **LAB XI:Assignment #6 Student Reports on Native Hawaiian Roll - Kana'iolowalu; Na'i Aupuni; Department of Interior Rule Re-establishing Government-to-Government relationship with Native Hawaiian community**
- Reading: Chapter 10 of the Reader*

- Week #15** **April 24 - 28**
- (M) **CONSTITUTIONAL CONVENTION, THE CEDED PUBLIC LAND TRUST & OFFICE OF HAWAIIAN AFFAIRS**
The Ceded Public Lands Trust and the Office of Hawaiian Affairs [H1, H3 & H4]
Handout: Outline Overview of the “Ceded Public Lands” – Kānaka ‘Ōiwi National Lands
- (W) **RECOGNITION**
Federal and State Policies Recognizing Native Hawaiians [H1 & H4]
Handout: State and Federal Recognition
- (F) **Lab XII: Ho‘oulu Lāhui - Nation Building**
Reading: Chapters 10 and 11 of the Reader

- Week #16** **May 1 - 3**
- (M) **POLITICAL SOVEREIGNTY**
Paths Forward
- (W) **EDUCATING THE NATION**
Innovative Teaching Techniques & Language Immersion Education [H3]
Handout: #10 FINAL ASSIGNMENT – DUE 5-10-17

Reading: Chapter 10 of the Reader

HALLMARKS OF HAWAIIAN, ASIAN AND PACIFIC ISSUES FOCUS

To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a class must satisfy the following Hallmarks:

H1. *The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.*

H2. *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.*

H3. *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.*

H4. *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.*