

ANTH 485: PRE-EUROPEAN HAWAI'I (E)

Fall 2015 T/R 10:30-11:45 George 215

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This course examines the descriptions and interpretations of the history, traditions, and cultural practices of the 'Ōiwi Maoli (Indigenous Hawaiians) of "pre-European Hawai'i." Synonymous with the "precontact" and "precolonial" era of these islands, the construct of "pre-European Hawai'i" raises a number of important issues that anthropologists and other scholars working in a "post-European/postcontact/postcolonial" Hawai'i and Oceania must reckon with as the (pre)conditions and contexts of their work: the constant reworking and reimagining of the past through the lens of the present; the dialectic relationship of history and culture in the formation of identities; and the political and ethical dilemmas that arise when scholarly, popular, and indigenous understandings and claims to the past come into conflict with one and the other. In this course, we will first examine some of the moral and methodological mazes that set the parameters for our study. We will then cover the origins of the 'Ōiwi Maoli people as understood in chant and legend. The majority of the middle section of the course will explore the interrelations of the land, gods, and people as described by 19th century Hawaiian scholars. The last part will look at historical and cultural transformations in the first half of the 1800s and their ramifications for understanding culture and history today.

In highlighting these historical legacies and the mutually productive relationships between the past and the present, this course will integrate discussions and work-ups of Contemporary Ethical Issues throughout the semester (just over 30% of course content and about 14 hours of class time). These exercises will reveal in clear fashion the ways that anthropological work, even if it is of an ethnohistorical nature, is constantly beset by the competing demands of and obligations to academic, governmental, and indigenous communities. This is particularly important when doing work in Hawai'i, a place where the history and culture of the indigenous people were and continue to be systematically attacked. The ethics sections will also foreground the moral and political implications of (re)claiming and (re)interpreting 'Ōiwi cultural practices and traditions today. Specifically, we will examine the politics and ethics of producing history; the role of history and culture in the ongoing struggles against occupation, colonialism, and racism in Hawai'i; the conflicts that arise between and within different stakeholders when determining the proper treatment of ancestral remains and funerary objects being held in museums or exposed by developments; and the ramifications of claiming the authority to represent and speak for other groups of people, both living and not. By preparing and giving testimonies in mock trials and in BLNR and NAGPRA review committee meetings, students will explore the ethics of using "traditional" culture in the political, legal, and social realms. Students will do readings on case studies that bring to light these issues and how they have been/are being dealt with in real life.

There will be three ethics exercises, each worth 10 points. Exercises, which will involve students working in groups of 2 or 3 to create and present position statements in class, will allow students to develop competency in ethical deliberation. Student groups will be evaluated on their ability to verbally identify ethical issues and support the choices they make. These exercises will require students to draw upon previous readings as they establish and defend their positions and/or courses of action. Attendance will be required on the ethics discussion and exercise class sessions. Unexcused absences on discussion days will result in a loss of points for the ethics exercises grade, and unexcused absences on the actual day of the exercise will result in a zero for the individual and result in a reduction of a full letter grade for the group. Instructions for these exercises are forthcoming.

Discussion Leading (10 pts)

Starting on week 6, students will lead and participate in class discussions on readings assigned for select discussion days. Points can only be earned in-class on the day of the discussion and cannot be made up. Discussion leaders will summarize the readings, identify, discuss, and evaluate the main points and themes raised by the authors and, if applicable, compare and contrast them to previous readings, films, discussions, and speakers. Though students have the freedom of structuring the discussion as they please, they should plan to give a 15-20 minute oral presentation that summarizes the readings and main points, and then to spend the remainder of the period leading discussion on pre-circulated questions and any other learning activities that have been planned. Questions may be posted in the laulima discussion rooms and/or in the previous class. Questions may address any of the following topics (or

others): strengths and weaknesses of the approach(es) of the author(s) for understanding Hawaiian history and culture; the specifics of the historical (i.e., social, economic, political, and geographical) setting/s and how they influence the practice of representing culture in that location; or the ethical dimensions of the writing, which includes both content and translational and editorial practices. In their discussion questions, leaders should **cite the specific page/s** that they want the class to look to in order to answer them. Leaders may free to bring in additional sources (readings, websites, videos, etc.) that will help to facilitate discussion or add another viewpoint to the theoretical or ethnographic details; PowerPoint or Prezi slideshows are OK, though not required. These are the following components I will grade discussion leader groups on:

- Organization of presentation and discussion (3 pts)
 - ideas organized, follow logical sequence, and flow well
- Clarity and quality of oral expression (3 pts)
 - ideas clearly stated, utilizing appropriate verbal and body language
- Identification of main points and themes (2 pts)
 - demonstrate an understanding of the main ideas and application to the study of Kānaka ‘Ōiwi Maoli and/or anthropology through the summary given and the questions chosen
- Ability to engage class in discussion (2 pts)
 - pose pre-circulated questions that lead to adequate class discussion
 - guide in-class discussion and allow all students the opportunity to speak

Participating (10 pts)

As a participant in the discussions, it is your responsibility to **complete the readings** and be prepared to discuss them in class. You are encouraged (though not required) to type out responses to the pre-circulated discussion questions or summarize the main point of the article (1-2 sentences) and point out at least one strength and one weakness of the article. Whether you chose to come to class with a written statement or your own notes, you **must** be prepared to **actively engage** in discussion about the article by identifying **specific pages** in the article that support your points. Remember to **respect** others’ ideas and **practice turn-taking** and **listening** so that everyone has a chance to speak. You can earn 2 points for each of the 5 student discussions you are not leading.

Papers and Exam

In addition to the ethics exercises and class discussions, students will also write 3 short (2-3 page) reaction papers on each ethics exercise (3 x 5pts = 15 pts). There will be a final exam at the end of the semester based on the readings (30 pts). All readings will be made available in pdf form on the laulima website under “resources.” Instructions for the papers and the final are forthcoming.

Kuleana in the classroom community

This class places a strong emphasis on understanding one’s kuleana (responsibilities and rights). Please read section IV B of Proscribed Conduct of the Student Conduct Code for familiarizing yourself with what constitutes proscribed behavior and academic dishonesty:

http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/proscribed_conduct.php

See also the Academic Grievance Procedure to familiarize with the duties of both faculty and students, as well as the process for pursuing academic grievances:

http://www.studentaffairs.manoa.hawaii.edu/policies/academic_grievance/

As an E focused course, it is the expectation that a careful consideration of the proper ethical behavior and treatment extends not only to the subject matter, but to all other participants in the class. Mutual respect is important to establish a safe space for dialogue and debate, and we all have a kuleana to listen to others and consider the impact of our words and actions. This is critical to building the trust and accountability required to do group work and to be a part of a classroom community. Finally, our consideration of the deeper cultural, political, and ethical dimensions of place require that we honor the kūpuna and ‘āina that have come before us and continue to speak to us if we listen.

GRADING (TOTAL 100)

Kumulipo presentations	5 pts	Ethics exercises (3 x 10)	30 pts
Student discussion leading	10 pts	Ethics reaction papers (3 x 5)	15 pts
Student discussion participation (5 x 2)	10 pts	Final exam	30 pts

COURSE OUTLINE (SUBJECT TO CHANGE)

Readings will be uploaded to Laulima and available at Professional Image by Week 2

WEEK 1: NĀNĀ I KE KUMU: SOURCES OF KNOWLEDGE

T 8/25: Intro, logistics, syllabus, names and naming.

R 8/27: Naming ethics. Oliveira (2009) and “[What is Ethics?](#)” & “[A Framework for Ethical Decision Making](#)” on the Markulla Center “Ethical Decision Making” site:

<http://www.scu.edu/ethics/practicing/decision/homepage.html>

WEEKS 2-4: MO‘OKŪ‘AUHAU: ORIGINS

T 9/1: Genealogies of people and place. Kame‘eleihiwa (1992:1- top half of 3 & 19-49). Grad: all of pp. 3-16.

R 9/3: Kahalaopuna: A Genealogy of Mānoa. Nakuina (n.d.) at:

<http://apdl.kcc.hawaii.edu/oahu/stories/kona/kahalaopuna.htm>. Grad: also Hopkins (2012:80-top of 89);

Bacchilega (2007:bottom of 108-top of 116)

T 9/8: Understanding Hamilton Library and the Hawaiian Collection. **Meet at Hamilton Library Room 113. Begin reading and reviewing Kumulipo files and planning presentation with group.**

R 9/10: Understanding the Māhele. Guest: Donovan Preza. Manoa Valley Residents (1994); Bouslog (1983).

T 9/15: Towards an ethical reading of the Kumulipo. McDougall (2015).

R 9/17: GROUP PRESENTATIONS ON KUMULIPO (5 pts). Liliuokalani (1978:Intro-p.5); Beckwith (1972:Ch10).

WEEKS 5-8: ‘ĀINA, AKUA, KANAKA: LAND, GODS, PEOPLE

T 9/22: Aloha ‘Āina Ho‘i i ka Piko. Meet at Wise Lawn (front of Bachman at the Ahu). Start reading for 9/24.

R 9/24: Hewa and pono in translation: Malo, Emerson, and the ethics of reading *Ka Mo‘olelo Hawai‘i*. Lyon (2011); Malo (1951:72-76).

T 9/29: Pt 1: The search for clarity in mo‘olelo. Malo (1951:1-9; 2006:1-8). Hawaiian language readers: Malo (2006:1-7). Pt 2: Indigenous bearings. Malo (1951:9-15).

R 10/1: ‘Ōiwi conceptions of land, sea, space, time. Malo (1951:16-36). STUDENT DISCUSSION 1.

T 10/6: Chiefs and the people. Malo (1951:52-72). STUDENT DISCUSSION 2.

R 10/8: ETHICS DISCUSSION: Mauna Kea: Recognizing the ethical issues and getting the facts. See assignment for readings.

T 10/13: ETHICS DISCUSSION: Mauna Kea: Science and the Sacred. See assignment for readings.

R 10/15: ETHICS EXERCISE: BLNR TESTIMONIES (10 pts).

WEEKS 9-11: KAPU, ALI‘I, MAKA‘ĀINANA: KAPU, CHIEFS, COMMONERS

T 10/20: Luakini. Malo (1951:159-187). ETHICS REACTION PAPER 1 DUE (5 pts).

R 10/22: Heiau. Kamakau (1976:129-147). STUDENT DISCUSSION 3.

T 10/27: Kapu, religion and ritual: pt 1. Malo (1951:81-111).

R 10/29: Kapu, religion and ritual: pt 2. Kamakau (1964:25-44). STUDENT DISCUSSION 4.

T 11/3: ETHICS DISCUSSION: ‘Ōiwi: People of the Bone. See assignment for readings.

R 11/5: ETHICS EXERCISE: NAGPRA REVIEW COMMITTEE TESTIMONIES (10).

WEEKS 12-15: LONO AND MAKAHIKI RECONSIDERED

T 11/10: Hawai‘i in Transition. Kamakau (1992:92-104); Ii (1959:70-77). ETHICS REACTION PAPER 2 DUE (5 pts).

R 11/12: Lonoikamakahiki. Kamakau (1992:47-63). STUDENT DISCUSSION 5.

T 11/17: Makahiki. Malo (1951:141-159). STUDENT DISCUSSION 6.

R 11/19: Cook, Lono, and Anthropologists. Borofsky et al (1997).

T 11/24: Cook as Lono? ho‘omanawanui (2000).

R 11/26: THANKSGIVING/LA KUOKOA

T 12/1: ETHICS DISCUSSION: Makahiki on Trial. See assignment for readings.

R 12/3: ETHICS EXERCISE: FEDERAL COURT TESTIMONIES.

WEEKS 16-17: HOPENA: END OF SEMESTER REVIEW AND EVALUATION

T 12/8: LARGE GROUP DISCUSSION: Class summary and evaluation of ethics exercises. ETHICS REACTION PAPER 3 DUE (5 pts).

R 12/10: Review for final examination.

T 12/15: FINAL EXAMINATION (30 pts)

References

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