

**ES 455c: HAWAIIAN SOVEREIGNTY IN PACIFIC CONTEXT (HAP/WI/E)**

SPRING 2017 • Sakamaki D103 • TR 10:30-11:45 am

Instructor: Ty P. Kāwika Tengan Office hours: George 308, Tue 1:30-2:30 or by appointment  
([ttengan@hawaii.edu](mailto:ttengan@hawaii.edu); 956-5144)

Graduate Assistant: Kyle Kajihira, [kkajihir@hawaii.edu](mailto:kkajihir@hawaii.edu)

Undergraduate Assistant: Mahealani Wilson, [mwilson2@hawaii.edu](mailto:mwilson2@hawaii.edu)

Digital copy of syllabus and readings available at [laulima.hawaii.edu](http://laulima.hawaii.edu)

Ua mau ke ea o ka ‘āina i ka pono. Most know this to be the Hawai‘i state motto that officially translates as “The life of the land is perpetuated in righteousness.” King Kamehameha III Kauikeaouli first uttered the phrase on July 31, 1843 at the end of an illegal British occupation of the Hawaiian Kingdom; in this context, its meaning was closer to “The sovereignty of the land continues as is just.” While both interpretations touch on sentiments expressed in the statement, they do so in tension: a poetic declaration of U.S. incorporation runs counter to the unrelinquished claim of Hawaiian independence. When very different assertions of nationhood clash in the same space, how can the land live sovereign through words and actions that are pono (good, just, righteous, just, balanced)? In what ways can a broader Oceanic lens help us to rethink “ea” as not only as a substance (“sovereignty, life, breath, air”) but also a movement (“rising up”)? How do we understand our kuleana (responsibilities and rights) to the ‘āina (land), the source of ea? This course critically explores Hawaiian sovereignty in the context of Oceanic flows of culture, power, and capital. We will focus especially on the ways that Native Hawaiians and other Pacific Islanders have endeavored to sustain sovereign life within and against the forces of imperialism, militarism, and globalization.

This course has Contemporary Ethical Issues (E), Hawaiian, Asian, and Pacific (HAP) and (W) Focus designations. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments. Writing assignments will be used to do this work. There will be four **short essays** (3pgs each totaling 12 pgs), in which students will develop various styles of writing, including personal narrative, persuasive political testimony, and analytical description. Some of these assignments will go through the at least one round of peer and teacher feedback and revision. In addition to this, each student will keep a **journal** that will total 8-10 pages at the end of the semester; entries may be responses to readings and class discussions or early efforts to work through short essay or final project ideas. The **final project** (8-10 pages) will be an independent or a group project on ea comprised of an original research paper, a summary/evaluation and journal of a service learning project, or a transcribed oral history. At least 2 pages must be devoted to spelling out the ethical issues raised and frameworks utilized to address them. In the last 3 classes, students will give 10 minute oral presentations on and submit their final papers. A 2 page project thesis statement and full bibliography and a complete rough draft will be due prior to final submission in order for me to give you comments and feedback.

This course is part of a new program called **Nā Ko‘oko‘o**, which creates a cohort of undergraduate students who can bridge academic work with communities beyond the university. My philosophy towards teaching and learning sees all participants in the classroom as teachers-students and promotes active dialogue, which is the basis for the leadership skills Nā Ko‘oko‘o seeks to foster. Education and all forms of knowledge sharing need to be liberating, empowering, and applicable to daily life outside of the classroom. Students will **attend class** regularly and **actively participate** in discussions; any more than **three** non-health related or otherwise unexcused absences or tardies will result in a deduction of your attendance grade; failure to demonstrate preparedness to engage in class discussions (or you didn’t do the readings) will result in a deduction of your participation grade. Students may earn up to 5 **extra credit** points as announced through the semester.

In addition to normal class meetings, this program will also include two weekend events focusing on sovereignty and leadership training. The first will be the Nā Ko‘oko‘o Retreat in Punalu‘u on O‘ahu from January 27-29. The goal of this retreat is to lay the foundations for building a community of trust, support, and ea based on shared connections to ‘āina and akua. Students will also gain a deeper understanding of the meanings and uses of ko‘oko‘o, both materially and metaphorically. Mahealani Wilson, a member of the first Nā Ko‘oko‘o cohort, will assist in coordination of logistics and linking members of this year’s cohort with last year’s, some of whom will also be in attendance at the retreat. See the “Punaluu2017NaKookooRetreat” folder in Laulima for more details.

The second is a Huaka‘i to Kanaloa Kaho‘olawe from April 26-30. The goal of the trip is to connect to and help rebuild the mana of the island and to put into practice an ethics of aloha ‘āina. Students will also gain a first-hand experience on the only parcel of land that has been returned by the U.S. government to be held in trust until a sovereign Hawaiian nation is established. A mandatory orientation led by Professor Davianna McGregor will be held in class on April 4. Kyle Kajihiro, ES graduate assistant and PhD candidate in Geography, will help coordinate the logistics for the trip and lecture on his extensive research on militarization in Hawai‘i and the Pacific in this section of the course. See the “Kahoolawe2017Huakai” folder in Laulima for more details.

This course will meet in the Sakamaki Innovation Zone (SIZ) D103. The classrooms in SIZ are designed for agility and decentered learning, putting students at the center. I will give you a handout with all the detailed guidelines about using this space. The basics are:

- Leave your shoes at the door.
- Eating and drinking can happen in the outdoor courtyard but not in the classroom.
- You are invited to bring your laptops and handheld devices, which can connect wirelessly to the projection system.
- The professor must be present in the room when you are in the room.
- Help clean the room, including the boards and windows, when class is pau.

For full details on classroom use, see the “SIZ\_Student\_Guidelines\_AY\_16-17” document in the syllabus section of Laulima.

### **Student Learning Outcomes**

By the end of this course, you will:

1. Have a grasp of the core concepts of sovereignty, land, and indigeneity in Hawai‘i and the Pacific
2. Understand the unique history of Hawai‘i’s multi-ethnic working people and the importance of social justice everywhere
3. Develop informed opinions and craft arguments about political issues such as land use and sovereignty in Hawai‘i and the Pacific
4. Strengthen your writing skills in creative and analytical genres.
5. Practice critical reading, research and public comment on government documents.
6. Heighten your ability to consider and apply Hawaiian ethical frameworks.
7. Connect the course content to your own life experiences and commitments.

A reader will also be available for purchase at the Professional Image by order (3520 Wai‘alae Ave, call first to order: 973-6599). Digital copies of readings will be available as PDFs or links to ebooks posted in the “Resources” folder on Laulima. See special instructions for accessing ebook readings (marked in the course outline with an asterisk\*) on the last page of the syllabus.

**Grading:** Active Participation (30pts), Short Essays (4x5=20pts), Journal (10pts), Final Project (thesis statement & bibliography 5pts, rough draft 10pts, final paper 25 pts). **TOTAL: 100pts**

## COURSE OUTLINE (SUBJECT TO CHANGE)

### **I. EA IN OCEANIC CONEXT**

- T 1/10: Introductions, review syllabus, discuss Nā Ko‘oko‘o.  
R 1/12: Mo‘olelo Lāhui. McGregor (in press).  
T 1/17: Ea: Life, Breath, Sovereignty, Rising. Goodyear-Ka‘ōpua (2014)\*; Kuwada (2015).  
R 1/19: Pt 1. Our Sea of Islands. Hau‘ofa (1993). Pt. 2: Ethics workshop. Markkula Center for Applied Ethics (2016: [Introductory Articles](#)).  
T 1/24: Militarism and Empire. Guest: Noelani Goodyear-Ka‘ōpua. Genz et al (2016)\*. **Journal check #1**  
R 1/26: Oceanic connections. Aguon (2014)\*; Lyons&Tengan (2015a).  
**Sa-Su 1/28-29: Nā Ko‘oko‘o Retreat, Punalu‘u. [Hawai‘inuiākea \(2013\)](#).**  
T 1/31: Pono and kuleana of the land. Guest speaker: Moses Haia. Kauanui (2016).  
R 2/2: **Essay 1 due in class: Personal Statement on Ethics of Ea (5pts).**

### **II. KE EA O KA HONUA: SCIENCE, KNOWLEDGE, AND THE SACRED**

- T 2/7: Mauna a Wākea. **Project topic due.** Guest: Andre Perez. Peralto (2014)\*.  
R 2/9: Ho‘omana. Video: Kapu Aloha 101 (‘Ōiwi TV 2015). Brown (2016).  
T 2/14: Movement for Building Ea. Guest: ‘Ilima Long. Video: UH Mānoa Mural Protest (‘Ōiwi TV 2013). Lawrence (2015). **Journal check #2**  
R 2/16: Dispossession and the Environment in PNG. West (2016).  
T 2/21: Placing Rapa Nui. Guest: Forrest Young. Young (2012).  
R 2/23: **UHM & U of T Mini-conference. Essay 2 due in class: Mauna Kea Testimony. (5 pts)**

### **III. KE EA O KA WAI: FLOWS OF CAPITAL AND OF CULTURE**

- T 2/28: Nā Wai ‘Ehā. Guest: Kapua Sproat. Sproat (2014).\*  
R 3/2: Nā Moku Aupuni. Video: [Ola i ka Wai \(OHA 2014\)](#). Ho‘okano (2014).\* **Project thesis statement & bibliography due in class (5pts).**  
T 3/7: Undamning the Waters: Ethics of Restoration. Saranillio (2014).\* **Journal check #3**  
R 3/9: Protecting the Waters: #NoDAPL. Video: “Dear Matafele Peinem” (Jetnil-Kijner 2014). Jetnil-Kijner (2016); Kuwada (2016).  
**F 3/10: Gather waiawī at Lyon Arboretum at 9am; S 3/12: Ko‘oko‘o workshop at Kānewai, 9am-12noon.**  
T 3/14: Indigenous Environmental Autonomy. Forster (2016).  
R 3/16: Guest: Kaleikoa Ka‘eo. **Essay 3 due in class: Water Commission Testimony (5pts).**  
Extra credit: ESSA event “What is Your Kuleana?” with Ka‘eo and student panel, 4:30pm, Dean 5/6.

### **IV. KE EA O KA MOANA: U.S. EMPIRE AND INDIGENOUS RESURGENCE**

- T 3/21: Protecting Pāgat. Guest: Craig Santos Perez. Na‘puti and Bevacqua (2015); Santos Perez (2015).  
R 3/23: “Expressing Oceania” CPIS Conference. Class meets at Campus Center Ballroom. Video: [The Insular Empire](#) (Warheit 2010). Frain (2016). **Revised thesis statement & bibliography due via email.**  
T 3/28, R 3/30: SPRING BREAK  
T 4/4: Mandatory Kaho‘olawe Orientation. Guest: Davianna McGregor. McGregor (2007).  
R 4/6: Hawaiian souls and the struggle for Kaho‘olawe. Video: *Standing on Sacred Ground: Islands of Sanctuary* (McLeod 2013). Osorio (2014).\* **Journal check #4**  
T 4/11: Moananuiākea ethics. Kajihiro (2013).\*  
R 4/13: **Essay 4 due in class: Kaho‘olawe Testimony at Legislature. Peer discussion on ethics. (5 pts)**

### **V. EA I KE AU: CURRENTS BIG AND LITTLE**

- T 4/18: Pacific Currents. Lyons and Tengan (2015b).  
R 4/20: Towards a new Oceanic ethics of Ea scholarship. Diaz (2015). **Project rough drafts due via email (10 pts)\***  
T 4/25: Final prep for Huaka‘i: packing list, chants, logistics, agenda. Protect Kaho‘olawe ‘Ohana Packet. Aikau (2015).  
**W-Su 4/26-4/30: Huaka‘i to Kanaloa Kaho‘olawe**  
T 5/2: Final kūkā, class evaluation, discussion of summer course ES 496. **Journal submitted.**  
**FINAL PROJECTS DUE 5/9 (25pts)**

### **\*Accessing ebook readings through Laulima**

When you go into the “Resources” folder in Laulima, you will be able to access the find links the following ebooks: *A Nation Rising*, *Formations of United States Colonialism*, *Militarism and Nuclear Testing*, and *Native Studies Keywords*, and *Under Occupation*. Click on the links to access the following readings (identified by date):

1. *A Nation Rising*: Goodyear-Ka‘ōpua (1/17) – Introduction; Peralto (2/7) – Portrait at end of Part II; Sproat (2/28) – Chapter 6; Ho‘okano (3/2) – Chapter 7; Osorio (4/6) – Chapter 6
2. *Formations of United States Colonialism*: Aguon (1/26) – Chapter 10; Saranillio (3/7) – Chapter 9
3. *Militarism and Nuclear Testing*: Genz et al. (1/24). If you have the iBooks application, you can download the interactive version. Otherwise, download the pdf version and see the notes for the “Scrolling Textbox Contents” on starting p.63 and glossary terms starting on p.75 for definitions of highlighted terms in the text. Hardcopy in the reader only includes primary text and references.
4. *Native Studies Keywords*: Diaz (4/20) – In “Land” section, second chapter (not numbered)
5. *Under Occupation*: Kajihiro (4/11) – Chapter 7 in Part II

### **Course Bibliography**

- Aikau, Hōkūlani K. 2015. Following the Alaloa Kīpapa of Our Ancestors: A Trans-Indigenous Futurity without the State (United States or otherwise). *American Quarterly* 67(3):653-661.
- Aguon, Julian. 2014. Our Stories Are Maps Larger Than Can Be Held: Self-Determination and the Normative Force of Law at the Periphery of American Expansionism. In *Formations of United States Colonialism*. A. Goldstein, ed. pp.265-288. Durham and London: Duke University Press.
- Brown, Marie Alohalani. 2016. Mauna Kea: *Ho‘omana Hawai‘i* and Protecting the Sacred. *Journal for the Study of Religion, Nature & Culture* 10(2):150-169.
- Diaz, Vicente M. 2015. No Island is a Man. In *Native Studies Keywords*. S.N. Teves, A. Smith, and M.H. Raheja, eds. pp. 90-108. Tucson: University of Arizona Press.
- Forster, Margaret. 2016. Indigenous Environmental Autonomy in Aotearoa New Zealand. *AlterNative: An International Journal of Indigenous Peoples* 12(3):316-330.
- Frain, Slyvia C. 2016. Resisting Political Colonization and American Militarization in the Marianas Archipelago. *AlterNative: An International Journal of Indigenous Peoples* 12(3):298-315.
- Genz, Joseph H., Noelani Goodyear-Ka‘ōpua, Monica C. LaBriola, Alexander Mawyer, Elicita N. Morei, and John P. Rosa. 2016. *Militarism and Nuclear Testing*. Volume 1 of Teaching Oceania Series, edited by Monica LaBriola. Honolulu: Center for Pacific Islands Studies, University of Hawai‘i-Mānoa. Available for download at: <https://scholarspace.manoa.hawaii.edu/handle/10125/42430>
- Goodyear-Ka‘ōpua, Noelani. 2014. Introduction. In *A Nation Rising: Hawaiian Movements for Life, Land and Sovereignty*. N. Goodyear-Ka‘ōpua, I. Hussey, and E. K Wright, eds. pp. 1-33. Durham and London: Duke University Press.
- Hau‘ofa, Epeli 1993 Our Sea of Islands. In *A New Oceania: Rediscovering Our Sea of Islands*. E. Waddell, V. Naidu, and E. Hau‘ofa, eds. pp. 2-16. Suva: School of Social and Economic Development, The University of the South Pacific.
- Ho‘okano, Pauahi. 2014. Aia i Hea ka Wai a Kāne? (Where Indeed is the Water of Kāne?). Examining the East Maui Water Battle. In *A Nation Rising: Hawaiian Movements for Life, Land and Sovereignty*. N. Goodyear-Ka‘ōpua, I. Hussey, and E. K Wright, eds. pp. 220-231. Durham and London: Duke University Press.
- Hawai‘inuiākea School of Hawaiian Knowledge. 2013. Ka Papa Lo‘i o Punalu‘u. Website. Available at: <http://manoa.hawaii.edu/hshk/ka-papa-loi-o-kanewai/the-punalu-u-site/>
- Jetnil-Kijner, Kathy. 2016. #noDAPL and “for the dakota water protectors.” Weblog posting available at: <https://kathyjetnilkijner.com>
- . 2014. “Dear Matafele Peinam.” UN Climate Summit Video Poem. Available at: <https://kathyjetnilkijner.com/video-poems/>
- Kajihiro, Kyle. 2013. Moananuiākea or ‘American Lake’? Contested Histories of the of the US ‘Pacific Pivot’.

- In *Under Occupation: Resistance and Struggle in a Militarised Asia-Pacific*. D. Broudy, P. Simpson, and M. Arakaki, eds., pp.126-160. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Kauanui, J. Kēhaulani. 2016. Traversing the Hawaiian Nationalist Political Gulf. *Hūlili* 10:83-100.
- Kuwada, Bryan Kamaoli. 2016. You are a Good Man (#NODAPL edition): A Poem. *Ke Kaupu Hehiale*. Accessible at: <https://hehiale.wordpress.com/2016/11/01/you-are-a-good-man-nodapl-edition/>
- . 2015. To Ea: In Response to David Kahalemaile, August 12, 1871. Reflecting on Ea. *American Quarterly* 67(3):575-582.
- Lawrence, Charles R., III. 2015. Passing and Trespassing in the Academy: On Whiteness as Property and Racial Performance as Political Speech. *Harvard Journal on Racial & Ethnic Justice* 31:7-30.
- Lyons, Paul and Ty P. Kāwika Tengan. 2015a. COFA Complex: A Conversation with Joakim “Jojo” Peter. *American Quarterly* 67(3): 663-679.
- . 2015b. Introduction: Pacific Currents. *American Quarterly* 67(3): 545-574.
- Markkula Center for Applied Ethics. 2016. Ethical Decision Making webpage. Read: “What is Ethics?”; “A Framework for Ethical Decision Making” & “Making-an-Ethical Decision” Available at: <https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/>
- McLeod, Christopher [Director and Producer]. 2013. *Standing on Sacred Ground: Islands of Sanctuary*. [Documentary film]. Oley, PA: Bullfrog Films.
- McGregor, Davianna Pōmaika‘i. In Press. Recognizing Native Hawaiians: Reality Bites. In *Sovereign Acts*. F. Negrón-Muntaner, ed. Tuscon: University of Arizona Press.
- . 2007. Kaho‘olawe: Rebirth of the Sacred. In *Nā Kua‘āina: Living Hawaiian Culture*, pp. 249-285. Honolulu: University of Hawai‘i Press.
- Na‘puti, Tiara R. and Michael Lujan Bevacqua. 2015. Militarization and Resistance from Guāhan: Protecting and Defending Pāgat. *American Quarterly* 67(3):837-858.
- Office of Hawaiian Affairs (OHA) [Producer]. 2014. *Ola i ka Wai: Water is Life*. [Documentary film]. Honolulu: 4 Miles LLC. Available at: <https://vimeo.com/87830767>
- ‘Ōiwi TV. 2015. Kapu Aloha 101: Ke Kula o Mauna Kea. Available at: <http://oiwi.tv/maunakea/kapu-aloha-101/>
- . 2013. UH Mānoa Mural Protest. Available at: <http://oiwi.tv/oiwitv/uh-manoa-mural-protest/>
- Osorio, Jonathan Kamakawiwo‘ole. 2014. Hawaiian Souls: The Movement to Stop the U.S. Military Bombing of Kaho‘olawe. In *A Nation Rising: Hawaiian Movements for Life, Land and Sovereignty*. N. Goodyear-Ka‘ōpua, I. Hussey, and E. K Wright, eds. pp. 137-160. Durham and London: Duke University Press.
- Peralto, Leon No‘eau. 2014. Portrait: Mauna a Wākea. Hānau ka Mauna, The Piko of Our Ea. In *A Nation Rising: Hawaiian Movements for Life, Land and Sovereignty*. N. Goodyear-Ka‘ōpua, I. Hussey, and E. K Wright, eds. pp. 232-244. Durham and London: Duke University Press.
- Santos Perez, Craig. 2015. Transterritorial Currents and the Imperial Terripelago. *American Quarterly* 67(3):619-624.
- Saranillio, Dean Itsuji. 2014. The Kēpaniwai (Damning of the Water) Heritage Gardens: Alternative Futures beyond the Settler State. In *Formations of United States Colonialism*. A. Goldstein, ed. pp.233-261. Durham and London: Duke University Press.
- Stewart-Harawina. 2005. *The New Imperial Order: Indigenous Responses to Globalization*. Zed Books.
- Sproat, D. Kapua‘ala. 2014. A Question of Wai: Seeking Justice Through Law for Hawai‘i’s Streams and Communities. In *A Nation Rising: Hawaiian Movements for Life, Land and Sovereignty*. N. Goodyear-Ka‘ōpua, I. Hussey, and E. K Wright, eds. pp. 199-219. Durham and London: Duke University Press.
- Young, Forrest Wade. 2012. ‘I Hē Koe? Placing Rapa Nui. *The Contemporary Pacific* 24(1):1-30.
- Warheit, Vanessa [Director]. 2010. *The Insular Empire: America in the Marianas*. [Documentary film]. New Day Films.
- West, Paige. 2016. Discovering the Already Known: Tree Kangaroos, Explorer Imaginings, and Indigenous Articulations. In *Dispossession and the Environment: Rhetoric and Inequality in Papua New Guinea*, Pp.87-110. New York: Columbia University Press.