And while we sought by peaceful political means to maintain the dignity of the throne, and to advance national feeling among the native people, we never sought to rob any citizen, wherever born, of either property, franchise, or social standing. (p. 368)

Statement of Queen Lili'uokalani regarding the annexation of the Republic of Hawai'i and her imprisonment for treason


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I. **Course Description**

This course fulfills the Hawaiian, Asian and Pacific Issues (H) Focus requirement for undergraduates and therefore centers on the relationship between Hawai'i’s Native Hawaiian, Asian and Pacific Islander populations in the context of Hawai'i’s history of colonization. The foundation of the course is to help students understand the social, economic, political, spiritual and environmental foundation of Hawai'i “as place” rooted in the indigenous people of these islands, Nā Kanaka Māoli or Native Hawaiians. The course will be based upon Native Hawaiian perspectives and worldviews as they have influenced and been influenced by “external” cultures foreign to Hawai'i. The course content and assignments are designed to critically analyze the complex structural and historical variables that have shaped the social, political, economic and cultural relations between key racial/ethnic groups in Hawai'i.

II. **Student Learning Outcomes**

Upon completion of the course, students will be able to:

1. Demonstrate understanding of the political, social, economic, spiritual and cultural foundations of Hawai'i grounded in Nā Kanaka Māoli experience.
2. Critically analyze how the colonization of Hawai'i by Caucasian, Asian, Pacific Islander, and other racial and ethnic groups have affected the cultural and social life of Hawai'i’s indigenous peoples and “place,” as well as those immigrant groups themselves.
3. Show how race and ethnicity intersect with socio-economic class, gender, national identity, religion, sexuality, political and historical context to shape the social relationships among Native Hawaiian, Asian, Pacific Islander, Caucasian, and other racial and ethnic populations in Hawai'i’s past and currently.
4. Define and describe the differences between such concepts as racism,
prejudice, discrimination, bigotry, oppression and colonization as socially constructed in the unique and specific context of Hawai‘i.

5. Express new ways of respecting the rich diversity of “lived” experiences in the history of Hawai‘i, fundamentally grounded in the indigenous people and “place” of these islands.

III. Course Texts
There are three required texts for this course.


All texts are available at the UH, local and national booksellers. There may also be supplemental readings assigned during the semester that will be uploaded to Laulima.

In Section V. Course Content and Class Schedule, reading assignments are designated by author’s last name and/or chapter.

IV. Assignments and Criteria Used in Grading
This upper division course is considered a collaborative learning experience between students and instructor. Therefore, both course assignments and subsequent evaluation or “grading” of student performance are viewed as a collaborative experience by the instructor. The instructor is considered to have more institutional power in the classroom by virtue of her role and position vis a vis the university as an academic institution. However, students have diverse backgrounds, experiences, training, and education that also differentiate them from the instructor and other students in terms of their own power and privilege in the classroom and in their already-existing knowledge of the course content.

In preparing this course syllabus, the instructor’s responsibility is to provide a range of learning opportunities that will enhance understanding and mastery of the student learning objectives outlined for this course. However, students are encouraged to join in the design and evaluation of all aspects of this course and their learning.

Course assignments:

There are four assignments for this course. Listed below is a description of each assignment, learning objectives, and how the assignment will be evaluated. All assignments unless indicated are due on or before the end of class on the day/date listed.

1. Quizzes - 50 points
   Learning objectives of assignment: To encourage reading and review of assigned readings throughout the semester.
   Description of assignment:
   There are numerous reading assignments throughout the semester. To encourage students to complete the assigned readings and therefore to become more knowledgeable of the course content, there will be 5 quizzes worth a maximum of 10
points each scheduled throughout the semester. The quizzes will cover readings and lectures up to the date of the quiz, and will consist of short answers, true-false, and multiple choice items. Quizzes may be administered in class or on line at Laulima, but are always open-book. There are no make-ups for this assignment. 

Evaluation of assignment:

The instructor will evaluate this assignment based on 1) correct response to factual questions, 2) evidence of understanding, critical thinking and analysis in essay questions.

2. Reflection Papers – 20 points

Learning objectives of assignment: To develop critical thinking and analysis skills as applied to assigned readings; to develop concise writing skills; to assure preparation for class through completion of readings and other assignments; to demonstrate comprehension of major course concepts and topics.

Description of assignment:

Students will write two (2) reflection papers for this assignment. One of the papers must be a critical reflection of the Rohrer text, Haoles in Hawai‘i. The second paper will be on Hawaiian sovereignty.

The first paper on Rohrer’s text must address each of the following three questions:
1) How does the reading address or relate to Native Hawaiians or indigenous issues? (1-2 pages)
2) How does the reading address the inter-relationship between social or structural variables such as race, ethnicity, socio-economic class, religion, spirituality, politics, social policy, economics, land tenure, or other issues relevant to social life in Hawai‘i? You must briefly discuss at least two of these issues. (1-2 pages)
3) Briefly discuss at least one new perspective, insight or learning you gained from the reading. (1 page)

The second paper will address Native Hawaiian sovereignty and other current issues dealing with Hawaiian rights and concerns. Students are required to listen to the six-part radio series, “Justice for Hawaiians” by Chad Blair from Hawai‘i Public Radio and integrate content in their response to demonstrate comprehension of issues raised in the program. In addition, you may but are not required to use other sources on Native Hawaiian sovereignty and Hawaiian issues. This third reflection paper on Hawaiian sovereignty should address each of the following three questions:
1) What are the major issues, tensions, challenges and/or concerns about sovereignty for Hawaiians today? (2 pages)
2) What are the major issues, tensions, challenges and/or concerns about sovereignty for non-Hawaiians both residing in and away from Hawai‘i today? (2 pages)
3) What is your personal opinion about Native Hawaiian sovereignty? Link your opinion to your response to questions 1) and 2). (1 page)

Each paper should be no more than 5-pages, double-spaced, 1” margins, 12-pt font. At the right-hand top of each page, include your name and page number. Each
paper should have a centered heading with the title of the response paper. Additional references may be used, but are not required; if you use references, please list them at the end of the paper (references are not included in 5-page limit). See the course schedule for due dates.

Your papers will be used for assessment of the UHM Sociology Department, and all students must submit an e-copy of your written papers to the instructor. Papers should be saved in Microsoft Word-compatible formats that you can upload to Laulima as attachments. The writing assignments should be submitted with a file name that includes the course number (456), the semester (F10), the student’s name, and the name of the assignment (ex: reading1).

**Example of correct file name format:** [456F10KaleiKanuhaReading1.doc]

**Evaluation of assignment:**

Each paper is worth a maximum of 10 points (2 papers x 10 points = 20 points maximum for this assignment). The instructor will evaluate this assignment based on 1) completeness of response to required questions, 2) evidence of comprehension of question or reading, 3) evidence of critical thinking and analysis; 4) degree of self-reflection, and 5) organization of paper, overall writing (grammar, spelling), and compliance with guidelines for papers (length, formatting, etc.).

These papers may be revised for up to the maximum 10 points per paper. The final date for revisions is the last day of class.

3. **Cultural event and report – 10 points**

**Learning objectives of assignment:** To extend learning outside the classroom; to participate in a community-based learning opportunity; to interact in a social-cultural experience

**Description of assignment:**

There are two parts to this assignment: attend a cultural event and complete a report of your experience. Students will attend one of the approved cultural events listed below:


Upon completion of the approved cultural event, students will write a brief paper describing and reflecting upon their experience. Papers should respond to the following two questions:

1) Describe the event or activity, and date attended. (1/2 page)
2) How did the cultural event address Native Hawaiian issues and perspectives in Hawai‘i, and the inter-relationship between social or structural variables such as race, ethnicity, socio-economic class, religion, spirituality, politics, social policy, economics, land tenure, or other issues relevant to social life in Hawai‘i? You must briefly discuss at least two of these issues. (1 page)
3) Briefly discuss at least one new perspective, insight or learning you gained from
the experience. (1 page)

The paper should be no more than 3-pages, double-spaced, 1" margins, 12-pt font. The heading of your paper should include SOC456 and the name of the cultural activity you attended, e.g., “Kumu Kahua Theatre, Ghosts in the Plague Year.” At the right-hand top of each page, include your name and page number.

**Evaluation of assignment:**

In addition to completing the assignment as approved, the instructor will evaluate this assignment based on 1) complete response to required questions, 2) understanding of relevant issues and perspectives, 3) organization of response, overall writing (grammar, spelling) and compliance with guidelines for papers (length, formatting, etc.).

4. **In Class Exam, Massie Case – 20 points**

*Learning objectives of assignment:* To analyze the social and structural variables related to racism, discrimination, power, and history; to learn to think and write critically; to demonstrate understanding of the complex factors associated with a significant historical event in Hawai‘i history.

*Description of assignment:* Students will become familiar with the themes, details, characters and outcomes of the Thalia Massie case as covered in lectures and in the required course text, *Honor Killing: How the Infamous "Massie Affair" Transformed Hawai‘i* by David E. Stannard. There will be an in-class, written exam on the Massie case that will include both objective and essay questions.

*Evaluation of assignment:* The instructor will evaluate this assignment based on 1) correct response to factual questions, 2) evidence of understanding, critical thinking and analysis in essay questions; 3) organization of response, overall writing (grammar, spelling).

5. **Bonus Points (10 points maximum):**

Throughout the semester, there will be various opportunities for students to gain bonus points to apply towards your final grade. These bonus points may include such activities as: in-class exercises, take-home questions, or attending events. The points may be related to lectures, readings or assignments due on that class period or from earlier in the semester. These bonus opportunities will ONLY be available in-class during a specific period during the class hour; that is, you must attend class on the day and at the time the bonus activity is offered to have those bonus points applied to your final grade. More than 10 points worth of opportunities will be offered throughout the semester; however, you may only apply 10 points to your grade (EX: you might earn 15 bonus points, but only 10 of those points may be applied to your final grade).
Summary of Course Grading:
There are four assignments required for the course. The maximum number of points for the course is 100 points based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Reflection papers</td>
<td>20</td>
</tr>
<tr>
<td>Cultural event</td>
<td>10</td>
</tr>
<tr>
<td>Massie exam</td>
<td>20</td>
</tr>
<tr>
<td>Bonus Points</td>
<td>(10 max)</td>
</tr>
</tbody>
</table>

100 points TOTAL (with bonus up to 110 pts max)

Letter grades for point totals are:
A+ 98-100+
A  93-97
A- 90-92
B+ 87-89
B  83-86
B- 80-82
C+ 77-79
C  73-76
C- 70-72
D+ 67-69
D  63-68
D- 60-62
F  0-59

Final guidelines regarding course assignments:
This course assumes that we are all adult learners in a collaborative learning environment. We ask each other to respect and be accountable to the objectives, activities and assignments established for this course, and by doing so we also ask each other to respect the “spirit” of being collaborative learners in this venture.

1. The entire class, by consensus, may negotiate aspects of each assignment until 10 days before its due date. We may mutually decide to change guidelines, deadlines, learning objectives, or other aspects of individual assignments. No changes will be made after that point.
2. Deductions of 5 points per day will begin accruing for any assignment that is not submitted by the end of the class period that it is due. Personal and extenuating circumstances are a part of everyday life; however, any late assignments will be deducted 5 points/day unless students attain the instructor’s consent at least 24 hours prior to the due date.
3. Some assignments may be revised for higher points depending on type of assignment, due dates, etc. Points for deductions if assignments are submitted late CANNOT be made up.
**Academic Support**
Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you and with the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

**Academic Conduct**
The University of Hawai`i explicitly prohibits cheating or plagiarism of any kind in the academic environment. The UH Code of Student Conduct, Section 1D. Academic Dishonesty states:

“Cheating includes but is not limited to giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; submitting another’s work as one’s own; using prohibited sources of information during an examination; fabricating or falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting of facts in order to obtain exemptions from course requirements.

Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student’s language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.”

Any student determined to be in violation of the above code will receive an “F” in the course.
V. **Course Content and Class Schedule**

Readings or other assignments to be completed for each class session are listed under “Readings for Class;” assignments due at each class session are listed under “Assignments Due.”

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Session Content</th>
<th>Readings for Class</th>
<th>Assignments DUE</th>
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</thead>
<tbody>
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<td>Review syllabus</td>
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<tr>
<td>Aug 25</td>
<td>Overview and definition of key course concepts</td>
<td>Rohrer, Intro &amp; Ch. 1</td>
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<tr>
<td>Aug 30</td>
<td>Key concepts II</td>
<td>Rohrer, Ch. 2; Rosa</td>
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<tr>
<td>Sept 1</td>
<td>Key concepts III: What is local?</td>
<td>Rohrer, Ch. 3-4</td>
<td>Quiz</td>
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<td>Sept 6</td>
<td>HOLIDAY</td>
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<td>Sept 8</td>
<td>History of Hawaii-Intro</td>
<td>Coffman</td>
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<tr>
<td>Sept 13</td>
<td>Ancient Hawaiian Life</td>
<td>Andrade</td>
<td>Paper #1 - Rohrer</td>
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<tr>
<td>Sept 15</td>
<td>History of Hawai‘i, 1778-1815; Colonizing Hawaii I</td>
<td>Stannard, Ch 1-2</td>
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<tr>
<td>Sept 20</td>
<td>History of Hawai‘i, 1778-1815; Colonizing Hawaii II</td>
<td>Tummons</td>
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<td>Sept 22</td>
<td>History of Hawai‘i, 1778-1815; Colonizing Hawaii III</td>
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<td>Sept 27</td>
<td>History of Hawai‘i: The Monarchy I</td>
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<td>Quiz</td>
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<td>Sept 29</td>
<td>History of Hawai‘i: The Monarchy II</td>
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<td>Oct 4</td>
<td>History of Hawai‘i, Resistance &amp; Annexation</td>
<td>Stannard, Ch. 3-7</td>
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<td>Oct 6</td>
<td>History of Hawai‘i, Resistance &amp; Annexation</td>
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<td>Quiz</td>
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<td>Oct 11</td>
<td>Immigrants in Hawai‘i</td>
<td>Stannard, Ch. 8-11</td>
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<td>Oct 13</td>
<td>Immigrants in Hawai‘i</td>
<td>Sproat; La Croix</td>
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<td>Oct 18</td>
<td>Plantation &amp; union organizing</td>
<td>Chun-Hoon</td>
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<td>Oct 20</td>
<td>Chinatown &amp; Kalaupapa I</td>
<td>Stannard, Ch.12-23</td>
<td>Quiz</td>
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<td>Oct 25</td>
<td>Chinatown &amp; Kalaupapa II</td>
<td>Stannard, Ch. 24-28</td>
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<td>Oct 27</td>
<td>Contemporary politics</td>
<td>Blair; Matsuda; Milner; Fletcher</td>
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<tr>
<td>Date</td>
<td>Title</td>
<td>Authors</td>
<td>Notes</td>
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<td>Nov 1</td>
<td>Massie Case I</td>
<td>Chesney-Lind &amp; Brady</td>
<td>Cultural activity report</td>
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<td>Nov 3</td>
<td>Massie Case II</td>
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<td>Nov 8</td>
<td>Massie Movie</td>
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<td>Nov 10</td>
<td>Massie Exam</td>
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<td>Massie Exam</td>
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<td>Nov 15</td>
<td>Hawaiian sovereignty I</td>
<td>*Listen to HPR series</td>
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<td>Nov 17</td>
<td>Hawaiian sovereignty II</td>
<td>McGregor; Osorio</td>
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<td>Nov 22</td>
<td>Hawaiian sovereignty III</td>
<td>Hall; Collins; MacKenzie</td>
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<td>Nov 24</td>
<td>Ethnic humor</td>
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<td>Nov 29</td>
<td>Local identity revisited</td>
<td>Watson; Chandler; Neubauer; Curtis</td>
<td>Quiz</td>
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<tr>
<td>Dec 1</td>
<td>Sovereignty and militarism I</td>
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<tr>
<td>Dec 6</td>
<td>Sovereignty and militarism II</td>
<td>Ferguson &amp; Turnbull</td>
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<tr>
<td>Dec 8</td>
<td>The future of Hawai‘i</td>
<td>Taum; Reppun; Rim; Lind</td>
<td>Paper #2: Hawaiian sovereignty</td>
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