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 is one required text and a supplemental reading pack for this course. The required text is Stannard, D. E. (2005). Honor killing: How the infamous “Massie affair” transformed Hawai‘i. New York: Viking Press, available at the UH, local and national booksellers. The supplemental reading pack is available for purchase at Professional Image Copy Shop, 2633 South King Street, 973-6599, located near the intersection of University Ave. and King Street, across from 7-11 on King.

Students are also required to listen to “Justice for Hawaiians,” a six-part radio series produced for Hawaii Public Radio by Chad Blair. The web link to the series is: http://www.hawaiipublicradio.org/hpr/index.php?option=com_content&task=view&id=681&Itemid=133

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

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 six 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. Student Learning Contract - 10 points DUE: Last class, Dec. 10
Learning objectives of assignment: To actively participate in one’s own learning; to develop criteria for evaluating one’s participation in their own and others’ learning; to think critically about diverse ways we teach and learn from each other.
Description of assignment:
There are many ways that students “participate” in their own learning and contribute to the learning of others. We verbally offer our opinions or respond to
questions posed by others; we listen and critically evaluate others’ points of view; we read and study assigned readings; we attend to the many “processes” that are going on in the classroom environment; we facilitate others to speak up or join in relevant class activities; and, we meet with others individually or in small groups to share our ideas, thoughts, and reflections from the content presented in class.

Everyone is asked to participate to his or her fullest extent in the classroom, and to facilitate others’ ability to participate at the same time. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed, we respect ourselves and others who are speaking and presenting in class, and we take responsibility for completing assignments in a competent and timely manner.

Students and instructor will suggest criteria that constitute “class participation” based on a review of the syllabus, course objectives, and other factors. Class participation will include those activities and behaviors that enhance our own learning as well as enhance the learning of others. Each student will identify a minimum of three (3) measurable, process and outcome learning objectives for their own participation in this class. Please use the Student Learning Contract form at the back of this syllabus to submit your learning contract at the beginning of the semester, and to do your self-grading at the end of the semester.

Final revisions and instructor approval of the learning contract are due on September 2. After Sept. 2, no credit will be given for this assignment.

Evaluation of assignment:

At the beginning of the semester, students will submit at least 3 learning objectives for the course. At the end of the semester, students will evaluate the objectives they established at the beginning of the semester. The graded self-evaluation will be incorporated into the instructor’s evaluation of the student’s participation objectives.

2. In-class quizzes - 10 points DUE: Throughout the semester

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 unscheduled, brief, in-class quizzes on the course readings throughout the semester. The quizzes will always be held on the dates particular readings are assigned; however, quizzes will not be announced in advance and cannot be made up. You must be in class when each quiz begins in order to complete and get credit for it. Each quiz will be worth from 1-4 points.

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).
3. **Reflection Papers – 30 points**  
**DUE:** Throughout the semester

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 three (3) reflection papers for this assignment. **Two** of the papers must be a critical reflection of any of the required reading assignments in the syllabus (full articles or book chapters, but **NOT** from Stannard). You can read “back” or “ahead” in the syllabus; that is, you can select any reading whether or not we have already covered it in class.

The **first two papers on assigned readings** will address each of the following three questions:

1) How does the reading address Native Hawaiians or indigenous issues? If the reading doesn’t specifically address Native Hawaiians or indigenous issues, how do the topics raised in the reading impact Hawaiians? (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 **third 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 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 begin with the # of the response paper and the title of the reading to which you are responding (EX: Response Paper #1: “Raising Cane by Takaki” or “Response Paper #3: Native Hawaiian Sovereignty”). 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 e-mail as attachments. The writing assignments should be submitted with a file name that includes the course number (456), the semester (F09), the student’s name, and the name of the assignment (ex: reading1).

Example of correct file name format: [456F09KaleiKanuhaReading1.doc]

Evaluation of assignment:
Each paper is worth a maximum of 10 points (3 papers x 10 points = 30 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.

**NOTE: You will only receive credit for papers that are submitted in BOTH hard and electronic copies.

4. Cultural learning project and report – 10 or 40 points DUE: Dec 3 or 10
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: completing a cultural or service learning project and a report of your experience. There are also two options to fulfill the cultural activity portion of this assignment – attend one cultural event worth a maximum of 10 points or complete a semester-long, service learning project worth 40 points.

Cultural event (10 points maximum)
For this option, students will attend and write a brief report on one cultural event during the semester.

The recommended cultural event for this Fall 2009 semester is attending one of the fall plays presented by Kumu Kahua Theatre, 46 Merchant Street, Honolulu, Hawai`i 96813. Box Office Phone: (808) 536-4441, Email: kumukahuatheatre@hawaiiantel.net • URL: www.kumukahua.org. This season, there are two plays that will premiere at Kumu Kahua, Hawai`i’s only theatre that features Hawaii themes, playwrights and actors. The first play, The Statehood Project is scheduled from August 21 – September 20, 2009. The second play, Voices from Okinawa will be performed from November 5 – December 5, 2009. Check the website for times, days and ticket prices (including student rates).

In addition, students may propose to attend any alternative cultural event, which MUST BE APPROVED IN WRITING IN ADVANCE by the instructor. **NOTE: No credit will be given for this assignment if the alternative cultural event was not approved in advance OR if you have attended the event before the course began.
Service learning project (40 points maximum)

Another option for this assignment is to complete a semester-long, approved service learning project. The recommended options for service learning projects approved for this course are offered through the University of Hawai‘i at Mānoa Service Learning Program, Service Learning Pathways of the College of Social Sciences. The link is: http://www2.hawaii.edu/~csssl/index.html. There are also many different ways to get involved in service learning, which students may pursue on their own. NOTE: It is critical that you start the service learning project immediately at the beginning of the semester to accumulate your required hours by the end of the term.

Students who choose the service learning option (vs. attendance at a one-time cultural event) for this assignment must contribute a minimum of 20-volunteer hours over the semester (20 hours total from August - December), and complete a written report of your experiences following the paper guidelines below.

All service learning projects MUST BE APPROVED IN WRITING IN ADVANCE by the instructor. **NOTE: No credit will be given for this assignment if the service learning project was not approved in advance OR if you began or completed the project before the Fall semester.**

**Completed service learning projects must be documented by a signed timesheet of hours and dates of service with site supervisor signature and a written report to receive credit towards their overall grade in the course.**

Written report of cultural event/service learning project

Upon completion of the approved cultural event or service learning project, students will write a paper describing and reflecting upon their experience. Papers should respond to the following four questions:

1) Describe the event or activity. (1/2 page)

2) How did the experience address Native Hawaiians or indigenous issues? What impact or implication did the activity have for Native Hawaiians or indigenous issues in Hawai‘i? (1 page)

3) How did the activity address the 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)

4) Briefly discuss at least one new perspective, insight or learning you gained from the experience. (1 page)

The paper should be 5-pages, double-spaced, 1" margins, 12-pt font. The title of each paper should be a brief description of your cultural activity, e.g., "Kumu Kahua Theatre: The Statehood Project." At the right-hand top of each page, include your name and page number.

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 e-mail as attachments. The writing assignments should be submitted with a file name that includes the course number (456), the semester (F09), the student’s name, and the
name of the assignment (ex: culturalevent).

**Example of correct file name format:** [456F09KaleiKanuhaCulturalevent.doc]

**NOTE: You will only receive credit for papers that are submitted in BOTH hard and electronic copies.**

**Cultural activity reports are due on Dec. 3. Service learning reports are due on the last day of class, Dec. 10.**

**Evaluation of assignment:**

In addition to completing the assignment as approved, the instructor will evaluate this assignment based on 1) complete response to four required questions, 2) evidence of critical thinking and analysis; 3) self-reflection, 4) organization of response, overall writing (grammar, spelling) and compliance with guidelines for papers (length, formatting, etc.).

5. **Book report – 20 points**

**DUE: Oct. 20**

**Learning objectives of assignment:**
To become familiar with some of the key literatures regarding racism and ethnicity in Hawai‘i; to learn to think and write critically about the social and structural variables related to racism, discrimination, power, and history.

**Description of assignment:**
A list of books Selections for Book Report, covering relevant course themes about race, ethnicity, power, colonization and discrimination in Hawai‘i is attached at the end of this syllabus. Students will choose and read one of the books, and write a book report addressing each of the following four questions:

1. Write a brief summary of the book. What are the major themes, issues or focus of the book? (1/2 page)

2. How does the book address Native Hawaiians or indigenous issues? How are the major themes addressing Hawaiians covered (or not well covered) in the book? (1-2 pages)

3. How does the book address the 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 Hawaiʻi? You must briefly discuss at least two of these issues. Make sure you address these issues for the point in history covered in the book, and in the present day. (3-5 pages)

4. Briefly discuss at least one new perspective, insight or learning you gained from the reading. (1-2 pages)

Book reports should be 8 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 begin with the title of the book you have read as a heading. Additional references may be used, but are not required; if you use references, please list them at the end of the paper.

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 e-mail as attachments. The writing assignments should be submitted with a file name that includes the course number (456), the semester (F09), the student’s name, and the name of the assignment (ex: Bookreport).

**Example of correct file name format:** [456F09KaleiKanuhaBookreport.doc]

**NOTE: You will only receive credit for papers that are submitted in BOTH hard and electronic copies.**

**Evaluation of assignment:**
This assignment is worth a maximum of 20 points. The instructor will evaluate this assignment based on 1) complete response to required questions, 2) comprehension of issues and topics in book, 3) evidence of critical thinking and analysis; 4) self-reflection, and 5) organization of response, overall writing (grammar, spelling), and compliance with guidelines for papers (length, formatting, etc.).

6. **In Class Exam, Massie Case – 20 points**  
**DUE:** November 3  
**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).

**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 six assignments required for the course. The maximum number of points for the course is 100 points based on the following:
- Learning contract: 10 points
- In-class quizzes: 10 points
- Reflection papers: 30 points
- Cultural activity & report: 10 points
- Book report: 20 points
- Massie exam: 20 points

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

**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. Students may discuss individual variations on assignments with the instructor 10 days before its due date.
3. 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.
4. Some assignments may be revised for higher points depending on type of assignment, due dates, etc. Points CANNOT be made up for deductions as a result of late papers.

**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.

**Cheating and Plagiarism**

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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<tbody>
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<td>Aug 25</td>
<td>Review syllabus</td>
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<tr>
<td>Aug 27</td>
<td>Overview and definition of key course concepts</td>
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<td>Learning contract</td>
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<tr>
<td>Sept 1</td>
<td>Key concepts II</td>
<td>Rohrer</td>
<td>Learning contract</td>
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<tr>
<td>Sept 3</td>
<td>Key concepts III: What is local?</td>
<td>Yamamoto</td>
<td>FINAL</td>
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<td>Sept 8</td>
<td>History of Hawaii-Intro</td>
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<tr>
<td>Sept 10</td>
<td>Ancient Hawaiian Life</td>
<td>Buck</td>
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<td>Sept 15</td>
<td>History of Hawai‘i, 1778-1815; Colonizing Hawaii I</td>
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<td>Paper #1</td>
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<tr>
<td>Sept 17</td>
<td>History of Hawai‘i, 1778-1815; Colonizing Hawaii II</td>
<td>Stannard, Ch 1-2</td>
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<td>Sept 22</td>
<td>History of Hawai‘i: The Monarchy I</td>
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<td>Sept 24</td>
<td>History of Hawai‘i: The Monarchy II</td>
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<td>Sept 29</td>
<td>History of Hawai‘i, Resistance &amp; Annexation</td>
<td>McGregor</td>
<td>Paper #2</td>
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<tr>
<td>Oct 1</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>Asian Settlers</td>
<td>Takaki; Soriano</td>
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<td>Oct 8</td>
<td>Immigrants in Hawai‘i</td>
<td>Kodama-Nishimoto</td>
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<td>Oct 13</td>
<td>Immigrants in Hawai‘i</td>
<td>Stannard, Ch. 8-11</td>
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<td>Oct 15</td>
<td>Plantation &amp; union organizing</td>
<td>Beechert; Ikeda</td>
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<td>Oct 20</td>
<td>Chinatown &amp; Kalaupapa</td>
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<td>Book report</td>
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<td>Oct 22</td>
<td>Massie Case I</td>
<td>Stannard, Ch.12-23</td>
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<td>Massie Case II</td>
<td>Stannard, Ch. 24-28</td>
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<td>Oct 29</td>
<td>Massie Case III</td>
<td>Stannard, Ch. 24-28</td>
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<td>Nov 3</td>
<td>MASSIE EXAM</td>
<td>Massie Exam</td>
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<td>Nov 5</td>
<td>Ethnic relations; myth of the melting pot</td>
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<td>Nov 10</td>
<td>Hawaiian sovereignty I</td>
<td>*Listen to HPR series</td>
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<td>Nov 12</td>
<td>Hawaiian sovereignty II</td>
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<td>Nov 17</td>
<td>Hawaiian sovereignty III</td>
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<td>Nov 19</td>
<td>Politics in contemporary Hawai‘i</td>
<td>Paper #3</td>
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<td>Nov 24</td>
<td>Hawaiian rights or reverse racism?</td>
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<td>Nov 26 Holiday</td>
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<td>Dec 1</td>
<td>Ethnic humor</td>
<td>Ariyoshi</td>
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<td>Dec 3</td>
<td>Local identity revisited</td>
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<td>Dec 8</td>
<td>Sovereignty and militarism</td>
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<tr>
<td>Dec 10</td>
<td>The future of Hawai‘i</td>
<td>Learning contract; service learning paper; revisions</td>
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</tbody>
</table>
**SOC/ES 456, Fall 2009, Kanuha**  
**Student Learning Contract**

**NAME____________________________________**

**COMPLETE THIS PAGE AND SUBMIT TO INSTRUCTOR AT BEGINNING OF SEMESTER. *****KEEP A COPY FOR YOURSELF!!!!!!**

My learning objectives for class participation are: (must include at least three measurable learning outcomes)

<table>
<thead>
<tr>
<th>Outcome Objectives</th>
<th>Process Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>(WHAT I hope to accomplish)</td>
<td>(HOW I hope to accomplish those outcomes)</td>
</tr>
<tr>
<td>Sample:</td>
<td>Sample:</td>
</tr>
<tr>
<td>1. “Learn to feel more comfortable speaking in class”</td>
<td>1. “Speak at least once in each class”</td>
</tr>
</tbody>
</table>
SOC/ES 456 Fall 2009, Kanuha
Student Learning Contract

COMPLETE AT THE END OF THE COURSE and return to instructor:
Evaluate your fulfillment of each of the learning objectives proposed at the beginning of
the semester. Did you accomplish the process objectives? Make sure to state clearly
how and what you did for each of your learning objectives.

Based on fulfillment of the learning objectives I proposed at the beginning of the course,
I should receive ________ points (out of 10 maximum).

PRINT NAME

Signature

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Selections for Book Report

Aloha Betrayed, Noenoe Silva
Hawai‘i’s Story by Hawai‘i’s Queen, Lili‘uokalani
Nation Within: The Story of America’s Annexation of the Nation of Hawaii, Tom Coffman
To Steal a Kingdom, Michael Dougherty
A Hawaiian Nation II: A Call for Hawaiian Sovereignty, Michael K. Dudley, Keoni K. Agard
Broken Trust, Samuel P. King, and Randall W. Roth
Filipino Piecemeal Strike, Reinecke, John
Na Kua‘aina: Living Hawaiian Culture, Davianna Pomaika‘i McGregor
Pauahi, The Kamehameha Legacy, George Kanahele
Princess Kaiulani of Hawai‘i, Kristin Zambucka
An Unlikely Revolutionary, Matsuo Takabuki, Matsuo Takabuki
Clouds of Memories, Mona Kahele
Emma: Hawaii's Remarkable Queen, George Kanahele
From a Native Daughter, Haunani Trask
Hawaii a Pilipino Dream, Virgilio Menor Felipe
Hawaii Goes to War: Life in Hawaii from Pearl Harbor to Peace, Desoto Brown
Hawaii’s Pineapple Century, Jan TenBruggencate
High Chiefess Princess Ruth, Kristin Zambuka
How Natives Think: About Captain Cook, Marshall Sahlins
Ganbare, Patricia Saiki
The Price of Paradise, Randall Roth
The 1.5 Generation, Mary Yu Danico
Jan Ken Po, Dennis Ogawa
Ku Kanaka, George Kanahele