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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 the Nā Kanaka Māoli experience
2. Critically analyze the ways 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 in currently.
4. Define and describe the differences between such concepts as racism, prejudice, discrimination, bigotry, intolerance and colonization as socially constructed in the unique and specific context of Hawai‘i
5. Express new ways of respecting the rich diversity of cultural perspectives in Hawai‘i, which are fundamentally grounded in the indigenous people and “place” of these islands.
III. Texts and Readings (SAMPLE ONLY)

There are two required texts for this course available at local and national bookstores (new and used), in addition to supplemental readings that must be purchased at Professional Image Copying on University Avenue.


Students will also required to read a special edition of the Honolulu Advertiser, 150 Years of Hawai‘i’s History, July 2, 2006 accessible on-line at:
http://the.honoluluadvertiser.com/150

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

IV. Assignments and the 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, and to collaborate with each other and the instructor to do so.

Course assignments:

There are five 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.

I. Student Learning Contract - 10 points DUE: Last day of class

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 learning contract form at the back of this syllabus to submit and do your self-grading on your learning contract.

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.

II. 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) response papers for this assignment. Two of the papers must be a critical reflection of any of the required reading assignments (articles, book chapters) in the syllabus.

The first two papers on readings should address 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? (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 which will have a link available on the course web site at MyUH. In addition, the course web site will include other links to sources on Native Hawaiian sovereignty and Hawaiian issues. The reflection paper on Hawaiian sovereignty should address the following:

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 begin with the title of the reading to which you are responding, or “Response Paper on Native Hawaiian Sovereignty” for the third 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 4-page limit). See the course schedule for due dates.

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) complete response to required questions, 2) comprehension of question or reading, 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.).

III. Cultural learning project – 15 points DUE: Last class

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:

Students will attend one cultural event during the semester. Students should take this opportunity to learn about one of the Asian or Pacific Islander communities about which they have minimal or no knowledge or experience. Examples of events or activities may include: readings, performing arts, speakers, spiritual or religious events, classes or workshops, etc. Approved projects will be made available later in the semester, although other cultural activities may be negotiated with the instructor.

Upon completion of the activity, students will write a paper describing and reflecting upon their experience. Each paper 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? (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 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.

Evaluation of assignment:
This assignment is worth a maximum of 10 points. 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.).

IV. Book report – 25 points DUE:
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 covering relevant course themes about race, ethnicity, power, colonization and discrimination in Hawai`i will be distributed. Students will select, read and write a book report on one of the books.
Each paper should address each of the following questions:
1. Write a brief summary of the book. What is the major theme, issue or focus of the book? (1/2 page)
2. How does the book address Native Hawaiians or indigenous issues? How or what are the major themes addressing Hawaiians as 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 Hawai`i? 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 no more than 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 are writing about. Additional references
may be used, but are not required; if you use references, please list them at the end of the paper.

**Evaluation of assignment:**

This assignment is worth a maximum of 25 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.).

**V. Analysis of Massie Case – 25 points**

**DUE:**

**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 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:**

This assignment is worth a maximum of 25 points. 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 Opportunities (10 points maximum):**

Throughout the semester, there will be various opportunities for students to gain bonus points and even prizes! These bonus points may but are not guaranteed to include such activities as: in-class quiz questions; take-home questions; extra credit activities. 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 any bonus points applied to your final grade.

**Summary of course grading procedure:**

There are five assignments required for the course. The maximum number of points for the course is 100 points based on the following:

- Learning contract: 10 points
- Reflection papers: 30 points
- Cultural learning project: 15 points
- Book report: 20 points
- Massie exam: 25 points

100 points TOTAL

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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   60-69

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 at 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. Please see the instructor for guidelines about
   revisions.

Course Accomodation
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 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.

Plagiarism
The University of Hawai‘i explicitly prohibits cheating or plagiarism of any kind in the
academic environment. We honor and respect these ethical standards for ourselves,
other students, and our instructors. Any violations of the University’s code of ethics
including plagiarism shall be addressed immediately and seriously.

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The following definition of plagiarism is from the UH-Manoa Student Conduct Code (1992): “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.”
## V. Course Content and Class Schedule
Readings or other assignments to be completed for each class session are listed under “Assignments for Class;” assignments due on each class session are listed under “Assignments Due.”

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Aloha Betrayed, Noenoe Silva
Hawai‘i’s Story by Hawai‘i’s Queen, Liliuokalani
The gifts of civilization, O.A. Bushnell
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
Dismembering Lahui: A History of the Hawaiian Nation to 1887, Jon Osorio
Filipino Piecemeal Strike, Reinecke, John
Land and Power in Hawaii: The Democratic Years, George Cooper & Gavan Daws
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