November 8, 2011

To the Diversifications Committee:

Attached is the Recertification application for History 284. This class has not been taught for several years. The last full time instructor to teach this class was Barbara Petersons so the attached course syllabus is the one she submitted as part of the official course file. There have been a few lecturers who have taught this but we do not have their syllabi on file.

Clearly, if this class is offered again in the future, there will be revised SLOs that more directly reflect College standards and will prompt a revision of the course outline and SLOs on record. At this time, however, this course is not an active elective choice.

Respectfully

Cynthia Smith
University of Hawai‘i – Honolulu Community College
GENERAL EDUCATION - Diversification Designation
Certification and Recertification
Application Form
(as of Spring 2011)

APPLICANT: Cynthia Smith
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COURSE ALPHA and NUMBER: History 284

COURSE TITLE: History of the Hawaiian Islands

ESTIMATED NUMBER OF SECTIONS: Fall 0 Spring 0

Is this request for a: □ New Course □ Modified Course □ Existing Course
□ Re-designation

Is this request for a: □ Certification □ Re-Certification. Date of last certification: 2006

DIVERSIFICATION AREA DESIGNATION SOUGHT:

□ DA (Arts) □ DP (Physical Sciences)
□ DB (Biological Sciences) □ DS (Social Sciences)
□ DH (Humanities) □ DY (Laboratory)
□ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 100%
What percentage of CLASS MEETINGS focuses on this diversification area? 100%

1. Please explain how the course SLOs align with the diversification area's hallmarks.

The hallmarks for a Humanities Diversification course are:

DH.1 uses the terminology of historical, philosophical, language or religious studies;
DH.2 involves texts, artifacts, concepts, processes, theories or issues of concern in these studies;
DH.3 demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and
argumentation that are employed in these studies

Explanation of how the hallmarks are met:
History 284

1. The hallmarks for a Humanities Diversification course are:

DH.1 uses the terminology of historical, philosophical, language or religious studies; History 284 provides a general historical overview of major events in Hawaiian History from the earliest times to the present. The themes addressed include discussion of migrations, conquest and unification, cultural contributions of different ethnic groups and economic sectors, and political trends. These investigations are based on teaching and learning historical concepts, utilizing historical language and terminology to describe developments over time, tracing causal relationships and making comparisons between different cultures and groups who make up the multicultural story and heritage of the Hawaiian Islands.

History 284 SLO’s which address DH 1:

# 1. Identify the early migration routes of the settlers in Ancient Hawaii and describe the Polynesian Triangle.
# 2. Discuss the importance of the voyage of the Hokule’a and how its voyage explained the early navigation skills of early Hawaiians.
# 3. Understand the major cultural achievements of the ancient Hawaiians, including the gods and goddesses, the creation myths, the major symbols of power within the ancient society.
# 5. Relate the monarch to the islands and spiritual progenitors; name in order the Hawaiian monarchs from King Kamehameha to 1898.
# 7. Discuss the voyages and discoveries of Captain Cook in relation to Hawaii.
# 8. Recognize the reasons for missionary work, the first missionary settles and their contributions, the churches they represented.
# 10. Explain the economic growth of Hawaii in the 19th Century and the development of overseas relations between Hawaii and countries of the Pacific.
# 11. Describe the early educational developments in Hawaii and their relations to their founders.
# 12. Relate the growth of political parties in Hawaii and their relationship to economics, education, and ethnic groups.
# 13. Describe the background of the overthrow of the Hawaiian monarch and the political repercussions of the Republic and later Statehood.
# 14. Identify the major forces behind the labor movement in Hawaii.

DH.2 involves texts, artifacts, concepts, processes, theories or issues of concern in these studies; History 284 requires students to read extensively from secondary sources as well as stories of influential individuals. They also work with primary documents and watch documentary films. There are structured weekly class discussions related to key historical topics based on the assigned readings. An emphasis is placed on understanding the context and perspective revealed from different primary sources, and what the document reflects about social relationships and diverse experiences of the time it represents. Key topics related to Hawaiian history, in particular the impacts of outside cultural influences introduced through trade, missionaries as well as colonization are investigated. The interplay between cultures and how this impacted social, political and economic developments is another major thematic focus.
History 284 SLO’s which address DH 2:

#1. Identify the early migration routes of the settlers in Ancient Hawaii and describe the Polynesian Triangle.
#4. Relate ancient land tenure to modern land use and define the terms that describe land tenure. Relate the life-style of the ancient Hawaiians to those of modern times (ecology and knowledge of environment).
#9. Identify the life-styles of the various ethnic groups in Hawaii and explain their reason for migrations to Hawaii.
#10. Explain the economic growth of Hawaii in the 19th Century and the development of overseas relations between Hawaii and countries of the Pacific.
#12. Relate the growth of political parties in Hawaii and their relationship to economics, education, and ethnic groups.
#14. Identify the major forces behind the labor movement in Hawaii.
#15. Discuss the values of East and West describing the potential for Hawaii as a meeting ground in the 0th and 21st centuries.

DH.3 demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies.

History 284 covers important questions of historical resources and perspectives, particularly important for Hawaiian history given early reliance on oral history. In addition, focused attention on detailing the experiences of less empowered groups through available historical materials, and raising awareness of cultural differences in perception and experience will be addressed though use of primary materials and individual stories investigated.

History 284 SLO’s which address DH 3:

#6. Understand the importance of oral tradition in ancient Hawaii.
#15. Discuss the values of East and West describing the potential for Hawaii as a meeting ground in the 0th and 21st centuries.

Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, (a) re-state the hallmarks for the diversification designation you are seeking; (b) for each hallmark provide the course SLO(s) that meet each hallmark (statement of the SLOs and their numbers, e.g., SLO#1, should match what is given in the curriculum action form or course syllabus; and (c) explain how the SLO(s) meet each hallmark.

2. Explain assessment strategies you plan to use (or have used, in the case of recertification) to measure the degree to which students exit the course with the expected SLOs. If there are multiple sections of the course, please discuss how assessment will be carried through all sections.

History 284 evaluates student learning primarily through examinations. There are also class discussions based on the readings, in particular the primary source readings assigned. The focus on social history - understanding diverse cultural perspective and experiences as well as looking in
particular at the role and experiences of women in these different cultures, is an approach that foments discussion and debate in class.

SLOs # 1, # 3, # 5, # 7, # 8, # 9, #10, #11, #13, #14 are evaluated through required examinations.

SLO’s # 2, # 4, # 6, # 7, #9, #12, #13, #14, #15 are addressed through the required class discussions (weighted heavily in the scoring for the class) which require students to have done substantive reading of secondary descriptions as well as primary source materials, secondary source but in particular primary source readings, dealt with through class discussions. Through reading and analyzing primary sources, students can gain a nuanced understanding of different voices and perspectives in historical recounting and interpretation. The exams and quizzes require explanation of key terms in writing, helping identify student achievement of
Students participate in end of the semester surveys.

Explanatory notes. For this question, provide a clear connection between the course SLOs (e.g., understand research methodology) with assessment strategies (e.g., quizzes, final project). For multiple sections of the same course, provide a plan for coordinating and assessing these SLOs across sections.

3. How have you used the assessment findings to modify or improve this course?

Readings used each semester reflect adjustments based on performance of students in understanding these materials and discussion points.

Students in all History classes take an end of the year course evaluation which provides feedback on the learning taking place.

Student performance on exams help the instructor to identify areas where student learning is meeting expectations, as well as areas where improvements are needed in instructional) effectiveness.

Explanatory notes. If this is a new course, enter “N/A” as an answer. Courses being re-certified should include a summary of how assessment strategies and measures (Question #2) were used to modify or improve the course. Again, if multiple sections of the course are offered, provide an explanation for review of assessment across sections.

Reminder: If this is an application for an EXISTING or MODIFIED course, please attach a copy of your course syllabus that includes information described in the instruction part of this form. If this is a new course proposal, please attach a copy of the Curriculum Action Proposal for a new course.

DIVERSIFICATION BOARD DECISION:

☑ Approved

Page 5 of 6
Re-Certification Due: Fall 2016

☐ Not approved

If not approved, reasons for disapproval:

Diversification Chair Signature: [Signature]

Date: 11/28/11
History of the Hawaiian Islands (3)
HIST 284
Dr. Barbara Bennett Peterson
Spring 1991

Course Description

History of the Hawaiian Islands is a general study of the major events of Hawaiian history from the earliest times to the present. The prehistoric migrations from Polynesia are examined and the culture they developed in Hawaii explored. The conquest and unification of the islands by Kamehameha is developed, followed by the monarchy period. Throughout history of Hawaii, the contributions of women in founding schools, churches, hospitals, and businesses will be interwoven to double society’s vision of itself. How women networked and helped one another in their endeavors will be highlighted. The activities of the early whalers, merchants, missionaries, and immigrant laborers will be examined in regards to their contributions to making Hawaii a cosmopolitan community. The political trends which moved Hawaii toward the republic and eventually statehood are also examined. Likewise the contributions of various ethnic groups to our island culture will be examined: Samoans, Tongans, New Zealanders (Maoris), Chinese, Japanese, Filipinos, Portuguese, and various other groups. The various political, economic and social changes from the time of Captain Cook to modern day will be examined to explain our Hawaii of today. (3 hours lecture)

Required Texts

In addition to the two required texts, additional primary and secondary sources are listed as an appendix to this course synopsis. The required reading texts are:


Grading System

All of the examinations for the course are essay and are based on the lectures, documents, texts and special documentary films. There are three examinations, two midterms and one final examination. In addition, attendance in class is important, as are the class discussions.

- first midterm examination: 100 points
- second midterm examination: 100
- final examination: 100
- attendance, class discussions, and research: 200
- total: 500 points

Student Competencies

At the end of Hawaiian History, students should be able to:

1. Identify the early migration routes of the settlers in Ancient Hawaii and describe the Polynesian Triangle
2. Discuss the importance of the voyage of the Hokule'a and how its voyage explained the early navigation skills of early Hawaiians.

3. Understand the major cultural achievements of the ancient Hawaiians, including the gods and goddesses, the creation myths, the major symbols of power within the ancient society.

4. Relate ancient land tenure to modern land use and define the terms that described land tenure. Relate the life-style of the ancient Hawaiians to those of modern times (ecology and knowledge of environment).

5. Relate the monarch to the islands and spiritual progenitors; name in order the Hawaiian monarchs from King Kamehameha to 1898.

6. Understand the important of oral tradition in ancient Hawaii.

7. Discuss the voyages and discoveries of Captain Cook in relation to Hawaii.

8. Recognize the reasons for missionary work, the first missionary settlers and their contributions, the churches they represented.

9. Identify the life-styles of the various ethnic groups in Hawaii and explain their reasons for migrations to Hawaii.

10. Explain economic growth of Hawaii in the 19th Century and the development of overseas relations between Hawaii and countries of the Pacific.

11. Describe the early educational developments in Hawaii and their relations to their founders.

12. Relate the growth of political parties in Hawaii and their relationship to economics, education, and ethnic groups.

13. Describe the background of the overthrow of the Hawaiian monarchy and the political repercussions of the Republic and later Statehood.

14. Identify the major forces behind the labor movement in Hawaii.

15. Discuss the values of East and West describing the potential for Hawaii as a meeting ground in the 20th and 21st Centuries.

Weekly Reading Assignments

There are two required texts for the course titled, Notable Women of Hawaii, edited by Barbara Bennett Peterson, published by the University of Hawaii Press and Shoal of Time, by Gavan Daws. Weekly reading assignments from that text are as follows: