Honolulu Community College
General Education – DIVERSIFICATION DESIGNATION
Certification and Recertification
Application Form
Spring 2012

APPLICANT: Mark Alapaki I.uke

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COURSE ALPHA and NUMBER: HWST 107

COURSE TITLE: Hawai‘i: Center of the Pacific

ESTIMATED NUMBER OF SECTIONS:
  Fall: 12
  Spring: 10

APPLICATION IS FOR:
  □ New Course  □ Modified Course  X  Existing Course  □ Re-designation
  □ Certification  X  Re-Certification. Date of last certification:

DIVERSIFICATION AREA DESIGNATION SOUGHT:
  □ DA (Arts)
  □ DB (Biological Sciences)
  X  DH (Humanities)
  □ DL (Literature and Language)
  □ DP (Physical Sciences)
  □ DS (Social Sciences)
  □ DY (Laboratory)

What percentage of the CONTENT of this course focuses on this diversification area? 90%

What percentage of CLASS MEETINGS focuses on this diversification area? 90%
Guidelines and explanatory notes for the following questions are located at the end of this document.

1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area’s hallmarks.

   **DH.1 uses the terminology of historical, philosophical, language or religious studies:**
   The course introduces the student to the historical and traditional native understandings of origins, language, religion, environment, and the arts in the Pacific Islands (Oceania) and Hawai‘i. Students gain an understanding of the lineage of Austronesian languages and the terms used to identify the connection of the Polynesian languages in the Austronesian family of languages:
   Students are introduced to native religions and the representation of the gods in the ‘āina. Students are exposed to the connection of the culture with the land, and how taking care of the land means taking care of the ancestors, thereby maintaining a sustainable environment necessary to survive in an Island environment. The historical context after Western discovery is examined in order to understand the changes that have taken place after contact with the west; changes to the culture, environment, language, and society. These mentioned hallmarks are addressed with the following SLOs:
   - Identify basic knowledge of Pacific geography, including Hawaiian place names and land divisions.
   - Explain the past histories of Hawai‘i and Oceania, genealogical origins, migrations and traditional cultures.
   - Demonstrate how important it is to mālama (care for) the ‘āina (land) because of the relationship the people of Hawai‘i and Oceania have always had with the environment.
   - Pronounce and spell Hawaiian words correctly, as well as have a basic understanding of the cultural and political significance of indigenous languages in the Pacific.
   - Describe the native religions and spirituality of Hawai‘i and the larger Pacific.
   - Practice and examine some of the native mea no‘eau (crafts or fine arts) of Hawai‘i and the Pacific.
   - Recognize and describe the impacts of colonization on traditional Hawaiian society and the continued effects on contemporary Hawai‘i.
   - Develop your own critical perspectives and analyses of contemporary social, political, and economic issues in Hawai‘i and the Pacific; with a particular focus on Hawaiian initiatives for sovereignty and self-determination.

   **DH.2 involves texts, artifacts, concepts, processes, theories or issues of concern in these studies:**
   Students examine the artifacts, patterns, cultural connections, physiology of people, and numerous evidence and knowledge of the Austronesians who voyaged from the Western Pacific from Asia around 6000 years ago. Students practice the arts in order to understand how all craft and art is derived from the ‘āina. Students examine historical language texts to gain an understanding of the significance of indigenous languages in the Pacific. The following SLOs address these hallmarks:
   - Identify basic knowledge of Pacific geography, including Hawaiian place names and land divisions.
   - Explain the past histories of Hawai‘i and Oceania, genealogical origins, migrations and traditional cultures.
   - Pronounce and spell Hawaiian words correctly, as well as have a basic understanding of the cultural and political significance of indigenous languages in the Pacific.
   - Practice and examine some of the native mea no‘eau (crafts or fine arts) of Hawai‘i and the Pacific.
DH.3 demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies. Students also gain an understanding of how traditional Hawaiians conceive of their world and its origins based on genealogical progression of being born from the ‘āina (earth, land). Students investigate the evolution of language in Polynesia and the significance of the Hawaiian language to the culture. Students are introduced to native religions and the representation of the gods in the ‘āina. Students are exposed to the connection of the culture with the land, and how taking care of the land means taking care of the ancestors, thereby maintaining a sustainable environment necessary to survive in an Island environment. Modern issues are explored in order to discuss how decisions and management of these issues can be balanced with traditional ethics and understandings. The following SLOs address these hallmarks:

- Identify basic knowledge of Pacific geography, including Hawaiian place names and land divisions.
- Explain the past histories of Hawai‘i and Oceania, genealogical origins, migrations and traditional cultures.
- Demonstrate how important it is to mālama (care for) the ‘āina (land) because of the relationship the people of Hawai‘i and Oceania have always had with the environment.
- Pronounce and spell Hawaiian words correctly, as well as have a basic understanding of the cultural and political significance of indigenous languages in the Pacific.
- Describe the native religions and spirituality of Hawai‘i and the larger Pacific.
- Develop your own critical perspectives and analyses of contemporary social, political, and economic issues in Hawai‘i and the Pacific; with a particular focus on Hawaiian initiatives for sovereignty and self-determination.
- Integrate the materials and themes from the course into your own life as a resident or visitor, whether native or non-native, of Hawai‘i.

2. **Assessment strategies.** Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

Assessment is based on diverse activities:

1. Group discussion questions that are used for expanding students’ interpretation of the readings to address the SLOs: 1, 2, 4, 5, 6, 7, & 8.
2. Readings, videos and lectures have questions to address main points and to help the student articulate the content from the lessons to address SLOs: 2, 3, 4, 5, 6, 7, & 8.
3. Quizzes are used to gauge the student’s understanding of the lesson or concept to address SLOs: 1, 2, 3, & 7.
4. Reflection papers are assigned to help the student share their mana‘o (opinion, insights) to the readings or videos to address SLOs: 2, 3, 5, 8, & 9.
5. Class participation consists of learning oli (chant) and mele (song), while understanding the kaona (hidden meanings). Class participation also consists of learning and understanding Hawaiian values in everyday life. This participation addresses all SLOs.
6. 2 mid-terms and one final exam will assess the student’s retention of material addressing all SLOs.

Note: All sections of HWST 107 at HCC follow this format of assessment and there’s continuous system wide discussion regarding curriculum and assessment standards.

3. **Assessment of assessment.** How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

All assessment activities are reviewed to understand how the students have grasped the material and the effectiveness of the assignment, quizzed, or exams. Assessment results are examined to see if students make a connection to the lessons and if they can compare or contrast different philosophies or understandings in Oceania and Hawai‘i. Besides the required class assessments, end of the semester student evaluations are reviewed for all sections in HWST 107 in order to adjust and improve delivery of lessons for students to succeed in understanding the content. All HWST 107 kumu (teachers) meet regularly to review the content of the course and the results of the way lessons are delivered to the students. New ideas on delivery of curriculum and assessment are shared in these discussions.
DIVERSIFICATION BOARD DECISION:

☑ Approved
Re-Certification Due: Fall 2017

☐ Not approved
If not approved, reasons for disapproval:

[Signature]
Diversification Board Chair Signature: [Signature]
Date: 7/25/12
Hawaiian Studies 107 (HCC)
Hawai‘i: Center of the Pacific
Kumu (instructor) Mark Alapaki Luke
Ke ke‘ena (office) BLD7, Room 517
Ka helu kelepona (phone number) 808-844-2372
Ka leka uila (e-mail) markluke@hawaii.edu

HWST107 Introduction:

_Aloha mai kākou_ (aloha to everyone)! This course examines the native point of view towards origin, language, religion, art, environment, history, and modern issues of Hawai‘i and the Pacific (Oceania). We will discuss the intellectual research and political topics of _‘Ike Hawai‘i_ (Hawaiian Studies) as an academic field and how outside western ideas and ideals have impacted island societies. We will examine various sources and have a dialogue that discusses our own _mana‘o_ (insights) in regards to the native perspectives of Hawai‘i and Oceania. With a particular focus on colonization and modernization and the conflicts they impose upon Native Hawaiian and other Pacific peoples. The course fulfills a DH requirement for AA degrees at HCC and UH Mānoa.

In the Hawaiian culture, knowledge is acquired through _kuleana_ (responsibilities). By learning about _nā mea o Hawai‘i_ (things of Hawai‘i), we take on the responsibilities to the _‘āina_ (land) and the _kāpuna_ (ancestors) who have produced that knowledge. Throughout the course we will contemplate our own _kuleana_ as students, teachers, and people who call Hawai‘i home.

**Prerequisite:** Placement in ENG 22/60 or ESL 23

Student Learning Outcomes:

1. Identify basic knowledge of Pacific geography, including Hawaiian place names and land divisions.
2. Explain the past histories of Hawai‘i and Oceania, genealogical origins, migrations and traditional cultures.
3. Demonstrate how important it is to _mālama_ (care for) the _‘āina_ (land) because of the relationship the people of Hawai‘i and Oceania have always had with the environment.
4. Pronounce and spell Hawaiian words correctly, as well as have a basic understanding of the cultural and political significance of indigenous languages in the Pacific.
5. Describe the native religions and spirituality of Hawai‘i and the larger Pacific.
6. Practice and examine some of the native _mea no‘eau_ (crafts or fine arts) of Hawai‘i and the Pacific.
7. Recognize and describe the impacts of colonization on traditional Hawaiian society and the continued effects on contemporary Hawai‘i.
8. Develop your own critical perspectives and analyses of contemporary social, political, and economic issues in Hawai‘i and the Pacific; with a particular focus on Hawaiian initiatives for sovereignty and self-determination.
9. Integrate the materials and themes from the course into your own life as a resident or visitor, whether native or non-native, of Hawai‘i.
Readings and Course Texts:
We will use the standard Hawaiian Studies 107 Reader and supplemental readings. The reader is available at Professional Image, 2633 S. King Street, phone (808-973-6599); please call first to make sure they have copies ready for you when you get there. The readings from the reader as well as supplemental readings will also be available on-line at https://laulima.hawaii.edu/portal.

Assessment/Grading:
Your grade for this course will be based on the following assessments:
- 10% for Attendance (5 pts. taken off for each class missed)
- 30% for Worksheets, quizzes, group discussions, papers & class participation
- 10% for current issue paper
- 20% for the First Mid-term Exam, (Units 1-3)
- 15% for the Second Mid-term Exam (Units 4 & 5)
- 15% for the Final Exam (Units 6 & 7)

100% Total

**No late work allowed, except for unforeseen circumstances approved by the kumu**

Opportunities for Extra Credit: (each worth 5 pts., maximum 25 pts.)
Even though there are opportunities for extra credit, it is not a good idea to rely on extra credit for the basis of your final grade for this course. Because of unforeseen circumstances (excused by me), extra credit can be used to improve a student's performance for this course. I'll mention some opportunities for extra credit throughout the course, if a student needs to explore other opportunities, they can come see me for approval before hand.

This course fulfills the “DH – Humanities” diversification requirement.

Focus Requirements:
Courses designated HAP in the focus column will fulfill the Hawaiian, Asian, and Pacific Issues requirement for HCC’s Associate in Arts Degree. Students transferring to UHM will also be required to pass an H-focus course designated HAP in the focus column to fulfill their graduation requirements for a BA or BS degree.

Disability statement:
Students in this class who need accommodations for a disability should submit documentation and requests to the Student ACCESS offices in Bldg. 5, Rm. 107B. Phone: 844-2392 voice/text for more information. If you have already registered your requests with Student ACCESS this semester, please see me after class or during my office hours and be prepared to provide a current verification letter from Student ACCESS.

Classroom rules:
- Please turn off all cell phones, even the silent mode and text messaging if these will be a distraction for you or others. This will prevent students from walking in and out of the classroom during class time to use the phones in the bathroom or hallways.
- Please avoid conversation during lectures, videos or presentations, ask me if there's a clarification needed in regards to the content and we can share it with the class.
Important Notes:
1. This class will explore the culture, history, and modern issues of the native people of the Pacific Islands. As such, some information and frank discussions contained in this class may reflect different values in regards to religion, sex, family structure, politics, military, and other issues than values that you currently possess. Some discussions, lectures, videos and topics might be uncomfortable to some of you, if it is impossible for you to reconcile these with your own value system, please come and see me.

2. Any student who feels that s/he may need an accommodation based on the impact of a disability should contact me privately and as soon as possible to discuss your specific needs.

3. Make sure you plan on attending the class throughout the semester, if you stop attending the class and don’t drop the class by the deadline posted for withdrawal, you will receive the grade that you earned by the end of the semester. I do not give the “N” or No Grade.

Class Schedule, Ha‘awina (lesson) and Reading Assignments
(Day, mo/date)
(T, 1/10) Ka ‘Oloke‘a koina papa (syllabus) and nā koina (requirements): Syllabus contents: course description and goals, readings; Assessment/grading: attendance, current issue assignment, group discussions, papers, participation, quizzes, exams and units. Classroom rules, unforeseen circumstances, and important notes.

Unit One: Ancestry, Origins and Migrations


(R, 1/19) Visit to Hōkūle‘a and Marine Educational Training Center (METC).

(T, 1/24) Polynesian Settlements, survey of the Polynesian triangle, differences and similarities: Reading: maps, “Culture Areas of the Pacific”, map quiz. Video “Sacred Vessels”

(R, 1/26) Landed Traditions, Genealogies and Cultural Traditions & Traditional Ali‘i Nui Society: Pyramidal societal structure of Akua (Gods) and various levels in society of Ali‘i (chiefs), konohiki (land stewards), and maka‘āinana (commoners). Readings: Kame‘elehiwa, “Traditional Hawaiian Metaphors” 1992:19-44, questions to address reading.
Unit Two: Native Languages

(T, 1/31) Native languages and Cultural Significance; language as a carrier of native cultures; Reading: Ngugi wa Thiongo, “Introduction” & “The Language of African Literature” excerpt from Decolonising the Mind, group discussion questions.

(R, 2/2) Introduction to Hawaiian and Polynesian Languages; Readings: Sound Correspondence Chart and Kimura, “Native Hawaiian Culture” (Laulima only), questions to address reading. “Principal Islands of Hawai‘i, map quiz.

(T, 2/7) Historical changes and the future of Hawaiian Language; A living language almost disappears, what happened? What is Pūnanaleo/Kula Kaiapuni (Hawaiian Language Immersion Pre-school, & Immersion public schools (DOE)? Reading: Lucas, “E Ola Mau Kākou i ka ‘Ōlelo Makuahine: Hawaiian Language Policy and the Courts” video “E Ola Mau ka ‘Ōlelo Hawai‘i”

(R, 2/9) Language as a Tool of Resistance; The history of pidgin in Hawai‘i and Melanesia, and its historical development. Reading: Tsai, “Pondering Pidgin”.

Unit Three: Native Spirituality


(R, 2/16) Akua & Kinolau, Heiau & Spiritual Realms: A look at the different types of heiaus, as well as the different spiritual realms. Readings: Kamakau, “The Spirit World” and “Places of Worship and Rituals”

(T, 2/21) Patterns of Religious Change: Missionization, Conversion and Syncretism. Struggles for Religious Continuity and the Divinity of the Natural World: A look at the conflict between Native religion and Western values. video “Shark Callers of Kontu; native shark calling traditions in Kontu, Melanesia.

(R, 2/23) First Mid-term Exam (Units 1-3)

Unit Four: ‘Āina


(R, 3/1) Visit Ka Papa Lo‘i o Kānewai: Kalo, the Lo‘i, and traditional Hawaiian water rights: The system of the lo‘i (taro patch) and the importance of the wai (water). Readings: “Hawaiian Directions”, “Division of Space”, and “Hawaiian Divisions of the ‘āina”.

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(T, 3/6) Ahupua‘a and wahi pana: A look at the ahupua‘a system and how it was self-sustaining, from mauka (mountain) to makai (sea). Reading: Kelly, “Dynamics of Production Intensification”. video “Ahupua‘a, Fishponds, and Lo‘i”


Unit Five: Hana No‘eau: Artistic Excellence


Contemporary hana no‘eau: Modern interpretations of native hana no‘eau
Reading: Dudoit, “Carving a Hawaiian Aesthetic”.

(T, 3/20) Second Mid-term Exam (Units 4-5)

Unit Six: Historical Overview

(R, 3/22) Overview of European Exploration in Oceania: 1500s-1700s.
Native Reaction to Initial Meeting With Westerners: Case study of the New Guinea Highlanders in the 1930s. video “First contact”

(T, 4/3) European explorers in the Pacific: Survey of major colonial forces in Micronesia, Melanesia, and Polynesia.
From Souls to Sugar: From Christian conversion to capitalistic oligarchy in Hawai‘i
Reading: Kame‘elehiwa, “A synopsis of Traditional Hawaiian Culture”

(R, 4/5) Upheavals in Land Use and the Political Agenda: leading up to “The Overthrow,” Occupation, and Resistance: Reading: Lili‘uokalani, excerpt from “Hawai‘i’s Story by Hawai‘i’s Queen” video “Act of War”, worksheet with questions to follow video.

(T, 4/10) America’s Role in the “Overthrow” and the Native Hawaiian Response: Hawaiians protest in the democratic way, their voices are put aside. Annexation of Hawai‘i takes place because of a few people’s agenda. Reading: “Excerpt from the Blount Report”, Silva, “Chronology of Resistance to Annexation 1887-1898” and “The 1897 Petitions Protesting Annexation”
Unit Seven: Modern Issues


(R, 4/19) Tourism: Hawai‘i as a Pacific model, class discussion of the ramifications of this primary industry, including its role as the new major industry of Oceania. Reading: Trask, “Lovely Hula Hands” From a Native Daughter: Colonialism and Sovereignty in Hawai‘i (Laulima only), group discussion questions.


(R, 4/26) Hawaiians and International Rights: Discussion on the UN Declaration on the Rights of Indigenous Peoples recently passed by the UN General Assembly by 143 nations of the world. Summarize class content, review for final exam.

(T, 5/1) (pā‘ina (feast & celebration),

Final Exam

BIBLIOGRAPHY

Hawaiian Studies 107: Hawai‘i, Center of the Pacific
Kumu Alapaki Luke

Unit I: Origins and Migrations


7/27/2012


Unit II: Native Languages


Unit III: Native Spirituality


Unit IV: ‘Āina


Unit V: Hana No‘eau: Artistic Excellence


Young, Kanalu. no date. “Mea No‘eau”, unpublished manuscript

Unit VI: Historical Overview


Unit VII: Modern Issues


Trask, Haunani-Kay “Lovely Hula Hands” From a Native Daughter: Colonialism and Sovereignty in Hawai‘i
United Nations Declaration on the Rights of Indigenous Peoples (September 2007)