

**Hawaii: The Center of the Pacific  
Ethnic Studies 255  
Winter 2012**

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**Office Hours:** 1:30 –3:30 PM Monday thru Thursday, other times  
TBA

**Textbooks:**

**Beckwith, M., (1951) *Kumulipo*. University of Hawaii Press.**

**(From internet source: see below)**

**Free text and translation of Kumulipo on the Internet:**

**[Martha Warren Beckwith: The Kumulipo, 1951](#)**

**Oliver, D. (2002) *Polynesia in the Early Historic Times*. Bess Press.**

**Osorio, J. (2002) *Dismembering Lahui*. University of Hawaii Press.**

**Hawaii Geography information may be found at**

**<http://geography.about.com/library/blank/blxushi.htm> . The blank outline map from this web site will be used as the Hawaii Geography Quiz map.**

**This is a Humanities Distribution course. (May be used as either Humanities or Social Sciences if transferring to UW.)**

**1. Introduction**

This course is designed to present Hawaii as a place, where Hawaiian culture was a striving culture before the arrival of Captain James Cook at Waimea, Kauai on January 20, 1778 and at Kealahou Bay, Hawaii on January 17, 1779.

The first part of this course is related to Polynesian culture, which approximately illustrates the basic foundation of Hawaiian Culture before the arrival of Captain Cook as an introduction to the “root” culture of the Kanaka Maoli (First People). We will also use Beckwith’s *Kumulipo*. It is readily available on the internet (see references above).

We will use Oliver’s *Polynesia in the Early Historic Times* in the second part of the course. To serve as a grounding of the “Ethnic Culture of Hawaii.”

Presently, Hawaiian groups who advocate sovereignty for “Native Hawaiians” as the first indigenous cultural group, use “Kanaka Maoli” as the preferred terminology for “Native Hawaiian.” This is patterned after the “First People” indigenous groups in Canada.

After the first European contact after the death of King Kamehameha I, major changes occurred in the Hawaiian culture. When the Native Hawaiians came in physical contact with Cook's men, the Hawaiians were introduced to human diseases which they had little or no immunity from the "Western disease" introduced by Captain Cook's men.

The initial contact with Westerners was the beginning of the decline of that numbers of Native Hawaiians, from approximately 400,000 in 1779 to approximately 39,000 Native Hawaiian in 1898. This sharp decline of Kanaka Maoli along with the increase of non-native Hawaiians major demographic shift also marked the rapid change of Hawaiian culture. The death of Kamehameha I the destruction of the Akua Idols was the start of the transformation of Hawaiian culture. At approximately the same time, Christian missionaries from New England were introducing Christianity and western ways of living to Hawaiians in Hawaii.

The last third of the course will examine the period between 1819 to 1876 in Osorio's *Dismembering Lahui* to demonstrate the "Western" influence on Hawaiian culture with the arrival of the missionaries from New England shortly after the death of King Kamehameha I. Osorio's book covers the progress of the demise of the Hawaiian monarchy, which ends not with Queen Liliuokalani rein and her abdication of the "Crown" in 1893.

The last section of the course will examine the Akaka Bill (2010 now all but stalled) before the United States Congress. Akaka's Bill was introduced to the Senate in February 2010 established a new set of standards that would make have Native Hawaiians equal to Native American and Native Alaskan groups who have sovereignty with the United States and its extended territories and State (Alaska).

At stake is the ownership of "Crown Lands", some 1.8 million acres that formally belonged to King Kamehameha III; that was transferred to the Republic of Hawaii when Queen Liliuokalani was overthrown in 1893.and now held in trust by the State of Hawaii? Under the present form of the Akaka Bill, indigenous Hawaiians are recognized as sovereign "tribes" who then would be able to directly negotiate with the United States government and thus bypassing the State of Hawaii for the ownership of the lands. Once the Kamehameha crown lands are transferred, the Native Hawaiians would be sovereign, like a Native American and Alaskan tribe. In order to be sovereign, they need the "crown lands" and the recognition of the United States Government.

**In order to earn an "A," students must attend class regularly and successfully complete assignments in this course: two group projects, weekly quizzes, and actively participate in classroom discussions and exercises.**

#### **Course Objectives:**

1. To study the Beckwith translated and interpreted English text of *The Kumulipo* to understand the Hawaiian Antiquities landscape and "Place" of pre-European Hawaii.

2. To learn from Oliver's Polynesia in the Early Historic Days about the ethnic cultural practices that may have impacted Hawaiian culture before 1779.
3. To critically engage in the classroom, the evolution of Hawaii *post-1819 with the death of Kamehameha I and the arrival of the New England Christian missionaries shortly thereafter by examining Osorio's **Dismembering Lahui**.*
4. To work collaboratively with other students in developing three group oral reports on various topics related to Hawaii and Hawaiian culture as it evolved from 1779 to 1900.
5. To understand the issues related to the Hawaiian Sovereignty.
7. To demonstrate basic academic research skills, to collaboratively work with other students in completing and presenting three group oral presentations
8. To discuss and analyze in classroom discussions, the issues related to geographic "place" in Hawaii, and how cultural changes occurred over time.
9. To learn personal learning strategies to become a self-directed learner.

#### **Course Grading:**

A	100-91Percent
B	81-90 Percent
C	71-80 Percent
D	61-70 Percent
F	Less that 61 Percent

#### **Evaluations:**

<b>Map Quiz</b>	<b>200 points</b>
<b>Weekly quizzes</b>	<b>500 points</b>
<b>Group Oral Presentation (Kumulipo)</b>	<b>600 points</b>
<b>Group Oral Presentation 2 (Polynesia)</b>	<b>600 points</b>
<b>Group Oral Presentation 3 ( Dismembering Lahui)</b>	<b>600 points</b>
<b>Course Learning Self-assessment</b>	<b>500 points</b>
<b>Class participation and attendance</b>	<b>1000 points</b>
<b>Total</b>	<b>4000 points</b>

**1. Weekly Quizzes.** Quiz dates is identified in the schedule section of this syllabus. Quiz questions will be provided one day in advance. Each quiz will cover the materials form lecture and the weekly assigned readings. All quizzes will have no more than four "short" narrative response questions. The sample questions listed below may be by answered for extra credit. (Optional) Bonus points: 500 points for the ten questions listed below:

1. Where is David Malo's grave (be specific in location)?
2. Waiuli: What is it? Where it and what is its significance?
3. Why is Waipio Valley significant in Hawaiian culture?
4. Why is the "Great Mahele" of 1848 significant in Hawaiian history?
5. How did palapala affect the Kahuna class of pre-1819 of Hawaiian culture?
6. Which Monarch is known as the "Merry Monarch?" Why?
7. Who is Mrs. John Owen Dominis? What is her role in Hawaiian history?
8. Why was the purpose of Lahainaluna from 1831 until 1845? What impact did the students have on Hawaiian history?
9. Who built the Pu'uhoehoe Heiau? What was its purpose?
10. Who is Queen Emma's grandfather's "Hawaiian name" and what were his contributions to the Hawaiian Kingdom?

**Map Quiz: Hawaii Geography:** Students are expected to be familiar with the geographic locations of the following: (200 points)

Oahu	Maui	Kauai	Hawaii
Honolulu	Lahaina	Waimea Canyon	Puna
Waianae Range	Waikuku	Mount Waialeale	Hilo
Waikiki Beach	Kahului	Lihue	Mauna Kea
Koolau Range	Haleakala	Poipu	Mauna Loa
Pearl Harbor	Lanai	Kapaa	Lapahoehoe
Ewa Beach	Kahoolawe	Hanapepe	Kilauea Crater
Waipahu	West Maui Mt	Waimanalo	Kohala
Kaneohe	Molokai	Princeville	Ka Lae Point
Diamond Head	Kalapapa	Niihau	Alenuihaha Ch.

## 2. Group Oral Presentations.

The first project will be focus on *Kumulipo*. The group presentation is a Power Point 15-minute presentation. A "paper" copy of the presentation is to be turned on the day of the project presentation. Project 2 and 3 will also be 15-minute Power Point presentations. (All group projects are 500 points each)

Project topics: (TBA in class)

The second project will focus on the period in Hawaiian covered in *Polynesia in the Early Historic Times*.

Project topics (TBA in class)

The third project is on the chapters of *Dismembering Lahui*.

Project topics: (TBA in class)

In addition to the group's PowerPoint presentation, each group member is required to write a two to three (2 to 3) page summary of the chapter the group reports on which includes the following: (1) Theme and major points from the chapter and Specific "Lessons learned" from the chapter content, (2) Learning from the group's interaction while doing the project, and (3) Additional learning about Hawaiian culture in doing the group project (from references used). Send your report as an email attachment. Report due (Project 1 due on the last day of the week when the oral project is presented).

**Format of the PowerPoint presentation (all projects):**

1. Title page with group member's name
2. Theme of the presentation
3. Major points (at least three)
4. References (at least three other references)
5. Group lessons learned.

**Schedule:**

Jan 3-6	Introduction to Hawaii, <i>Kumulipo</i> , Form groups for project 1.
Jan 9--13	<i>Kumulipo</i> lectures; Group project assignment for <i>Kumulipo</i> ; <i>Kumulipo</i> chapters 1--22
Jan 13	Map quiz: (Locations are listed in the syllabus)
Jan 16	Martin Luther King Holiday, No class
Jan 17--20	Con't: Kumulipo discussions, Movie "The Hawaiians"
Jan 23-27	Kumulipo, Project reports
Jan 31	No class (Faculty Professional Development Day)
Jan 30—Feb 1--3	Polynesia Chapters 1-4 (Jan 31, Feb 1); (Feb 2, 3 Chapters 5-8) Form Project 2 groups (chapters 10—23)
Feb 6--10	Dismembering Lahui, Chapters 1--4
Feb 13--17	Project 2 reports: Feb 14—17, (Feb 18 Form project 3 groups)
Feb 20	No Class (Presidents Day)
Feb 21—24	Dismembering Lahui Chapters 5-7

- Feb 27—Mar 2**    **Project 3 reports, Discussion on issues related to Hawaiian Sovereignty**
- March 5--9**        **Hawaii in the 21<sup>st</sup> Century**
- March 12-16**      **Hawaii in the 21<sup>st</sup> Century. Final self –assessment journal due March 16, Summarize course March 17, 18.**
- March 20-22**      **Final Exam Period. Will be used as necessary!!**

