

Hawaii: the Center of the Pacific  
Ethnic Studies 255  
Summer 2011

Instructor: Dr. Alan E. Yabui  
Phone: 425-564-3083  
Email: ayabui@bellevuecollege.edu  
Office Hrs: 3:30 PM Monday thru Thursday, other times  
TBA

**Textbooks:**

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

(From internet source: see below)

Free text and translation of Kumulipo on the Internet:

[Martha Warren Beckwith: The Kumulipo, 1951](http://www.marthawarrenbeckwith.com/kumulipo/1951/)

Oliver, D., (2002) *Polynesia*. Honolulu: Bess Press

Osorio, J. (2002) *Dismembering Lahui*. Honolulu: 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.)**

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**. After the first European contact, 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 not immunity to which started a drastic decline in the native Hawaiian population. As people of other cultures migrated to Hawaii in the 1800's, the Hawaiian cultural landscape was greatly affected. The death of Kamehameha I the destruction of the Akua Idols, and the ways of eating transformed Hawaiian culture at the same time that the Christian missionaries from New England was introducing Christianity to Hawaiians in Hawaii.

Beckwith's *Kumulipo* and Osorio's *Dismembering Lahui* will be the textbook used during the first third of the course to establish the Hawaiian context of this course, and the second half of this course will examine the Hawaiian homelands issues as the transitional phase in the early 20th century to establish indigenous Native Hawaiian claims to land in the Territory of Hawaii. The book by

The last section of the course will examine the Akaka Bill before the United States Congress, which was recently re-introduced to the Senate in its new form that represent a new set of standards as defined by the Akaka Bill that would make Native Hawaiians equal to Native American and Native Alaskan Native 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.

This course is structured in four parts: (1) Group study of the ***Illustrated Atlas of Hawaii*** and quiz on July 7. (2) the introduction to ***Kumulipo***, the Hawaiian creation chant and group project presentations on chapters assigned; (3) ***Dismembering Lahui***, related to the post Kamehameha I landscape less the Hawaiian idolatry gods, and the various stages of constitutional government in Hawaii up till 1887 and the Bayonet Constitution; (4) Study of the Hawaii Homelands issue of the 1920 Homestead Act, and (5) Discuss on the Senate Akaka Bill introduced in the both houses of Congress in February 2010.

**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 the Geography of Hawaii through study of ***The Illustrated Atlas of Hawaii***, to gain understanding of how geography influences “the sources of Hawaiian mythology, early culture, political structure, and way of life.” (Beckwith and Kamakau)
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***.*
5. 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.
6. 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>Final Exam</b>	<b>500 points</b>
<b>Group Oral Presentation (Kumulipo)</b>	<b>500 points</b>
<b>Group Oral Presentation 2 (Dismembering Lahui)</b>	<b>500 points</b>
<b>Group Oral Presentation 3 ( Hawaiian Homelands)</b>	<b>500 points</b>
<b>Class participation</b>	<b>1000 points</b>
<b>Total</b>	<b>3000 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. These sample questions may be by answered for extra credit (from class participation points: Total 1000 points!! (Each questions worth 100 points)

1. **Where is David Malo’s grave (be specific in location)?**
2. **Waiuli: What is it? Where is 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’uhohala Heiau? What was its purpose?**
10. **What was Queen Emma’s grandfather’s contribution to the Hawaiian Kingdom?**

**Hawaii Geography: Students are expected to be familiar with the geographic locations of the following:**

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

## **2. Group Oral Presentations.**

The first project will be focus on ***Kumulipo***. The group presentation is a Power Point 20-minute presentation. A “paper” copy of the presentation is to be turned on the day of the project presentation.

Project topics: (TBA in class)

The second project will focus on the period in Hawaiian covered in ***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:**

<b>Jun 27</b>	<b>Introduction to Hawaii, Form groups for project 1.</b>
<b>June 28—30</b>	<b>Group project assignment Kumulipo: Chapters 1-10</b>
<b>July 4</b>	<b>Independence Day (No class)</b>
<b>July 5--7</b>	<b>July 5 (project day), Project 1 reports July 6,7</b>
<b>July 11--14</b>	<b>Movie “The Hawaiians.” Polynesia: Chapters 1--4</b>
<b>July 18—21</b>	<b>Polynesia: Chapters 5—23 July 19 Project Day, July 20, 21 Project 2 reports</b>
<b>July 25--28</b>	<b>Osorio Chapters 1-3</b>
<b>Aug 1--4</b>	<b>TBA</b>
<b>Aug 8--11</b>	<b>Group reports Osorio, Final Exam</b>



