

**Hawaii: the Center of the Pacific
Ethnic Studies 255
Winter 2010**

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Office Hrs: 12:30 to 2:30 PM Monday, Monday thru Thursday, other times
TBA

Textbooks:

Beckwith, M., (1951) *Kumulipo*. (From internet source: see below)

Free text and translation of Kumulipo on the Internet:

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

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.)

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) Hawaii geography (Map test); (2) the introduction to ***Kumulipo***, the Hawaiian creation chant, (2) ***Dismembering Lahui***, and the post Kamehameha I landscape less the Hawaiian idolatry gods, and the transition of constitutional government up till 1887 and the Bayonet Constitution; (3) Study of the Hawaii Homelands issue of the 1920 Homestead Act, and (4) Discuss on the Senate Akaka Bill which may supersede the first three agenda items, depending on what happens during the first weeks of January and how soon the Akaka Bill may be voted on by the United States Senate.

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 historical relationship of the time period after the rule of Kamehameha I to 1887, When King Kalakaua was forced to sign the Bayonet Constitution, Be basically turned over the power of ruling Hawaii to the major Sugar growers of Hawaii.
3. To study J. K. Kauanui’s ***Hawaiian Blood*** and her arguments how Native Hawaiians have been racialized by blood quantum measures and how the Kanaka Maoli genealogical practices and kinship and how their practice differ from the United States colonial disposition of blood quantum.
4. To critically engage in the classroom, the evolution of Hawaii after Captain James Cook, “discovery” in 1778, the introduction of American culture, the evolution of plantation agriculture, and the eventual annexation of Hawaii to the United States. (***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 the 20th century..

6. To understand the issues related to the Hawaiian Sovereignty and the Akaka Bill before the United Congress in 2010.
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:

Friday Quizzes: (Quizzes 1—5)	1000 points
Hawaii Geography Quiz (by islands)	500 points
Group Oral Presentation (Kumulipo)	500 points
Group Oral Presentation 2 (Dismembering Lahui)	500 points
Group Oral Presentation 3 (Hawaiian Blood)	500 points
Class participation	1000 points
Total	4000 points

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 from 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 Quiz: On Friday of the first week there will be a 400 points (10 points each location) Hawaii quiz on the following locations: Accuracy of your location marking on the quiz map is ¼ inch for accepted location. (Three bonus locations)

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 oral presentation is a group project on topics related to chapters in Malo's *Hawaiian Antiquities*.

Project Topics: Hawaiian Antiquities (TBA in class)

The second project will be focus on *Kumulipo*. Like the first oral project, 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 third 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:

Jan 4--8	Introduction to Hawaii, Geography of Hawaii, Map Quiz (Take home, 100 percent correctable Outline Map attached to Syllabus, due COB Jan 8.
Jan 11--15	Kumulipo, Chapters 1 to 10. Movie "The Hawaiian" in class. Jan 11, 12, 13. Form groups for group reports. Quiz 1
Jan 18	No Class—Martin Luther King Holiday
Jan 19--22	Kumulipo Quiz 2 on the eight Hawaiian Monarchs, dates in office, and family ties.
Jan 22--26	Project 1 reports, Jan 22, 24, 25, Form groups for Project 2, Dismembering Lahui, chapter 1.
Feb 1, 3--5	Dismembering Lahui; General Overview on Monarchy and Hawaiian Constitutions, the Great Mahele of 1848, and Introduction to Hawaiian tropical plantation crops: Pineapple and sugar (lectures). Quiz 3
Feb 2	No class
Feb 8--12	Project day Feb 9, 11 for Dismembering Lahui chapter discussions general overviews (con't)!! Quiz 4
Feb 15	No Class
Feb 16—19	Dimembering Lahui group oral reports. Quiz 5
Feb 22, 23	Form project 3 groups.
Feb 24-26	Project Days (I will be Washington DC)
Mar 1—3, 5	Hawaiian Blood, Introduction to Hawaiian Blood, Chapter 1, 2, and 3, form project groups March 5.

No Class

Hawaiian Blood, Chapters 4, 5, 6

Group Projects

