



University of Hawaii – West Oahu  
General Education

**Focus Requirement**  
Course Designation Proposal  
Hawai'i/Asia/Pacific Focus (HAP)

***Rationale & Purpose***

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The HAP Focus requirement gives students the academic context to understand Hawai'i, and in particular Native Hawaiians and Native Hawaiian culture, in relation to Asia and/or other Pacific Islands. In doing so these course expand the students understanding of Hawai'i beyond both the specific local focus into a regional focus.

The concept of intersection of Native Hawaiian culture with either or both of the other two regions is key. A course exclusively about Hawai'i, the Pacific Islands, or Asia is not eligible for HAP designation. A course that does not include relationships with Native Hawaiian culture is not eligible for HAP designation.

The course design must include both the Native Hawaiian voice and the Native voice from the indigenous people of the area of intersection. These could be represented through publications, videos, guest speakers, or field trips, for example.

UHWO's HAP hallmarks were developed in conjunction with other campuses around the UH system and are governed in part by a corresponding articulation agreement.

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## Hallmarks: Hawai'i/Asia/Pacific Focus (HAP)

To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a course must satisfy the Hallmarks below.

Applicants must explain **in detail** how this course meets each of the following hallmarks. Explanatory notes follow each hallmark and are colored in blue.

### Hawai'i, Asian, and Pacific Focus Hallmark 1 (HAP1)

1. **HAP1.** The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.

#### ***Explanatory Note to HAP1:***

***As noted above, the rationale behind this focus is to examine Hawai'i IN RELATION TO Asia and/or other Pacific Islands cultures. Applicants should explain both how the course does so on a conceptual level (examining social/economic/political connections, etc.) as well on a more detailed level regarding specific topics or issues examined within the lenses of these relationships. References to specific pages in the syllabi are welcome.***

<b>HAP1 Example #1</b>
This course studies the geography of the Pacific Islands or Oceania—a geographic realm that encompasses the regions of Melanesia, Micronesia, and Polynesia. Hawai'i is an integral part being strategically located at the crossroads of cultural, social, economic, and political exchanges between the East and West and its Pacific Island neighbors. The course takes a global and topical approach: these include environmental, historic, economic, social, and political issues and are explored primarily from a geographic perspective. The course is divided into three segments. First, we discuss the physical geography of the islands of the

region, second we focus on its human geography, and third we examine the causes of transformation of the landscapes of the region and contemporary processes and debates about environmental alterations, economic development, cultural identities, and globalization. We take a critical look at issues affecting Oceania and stress the importance of understanding the diversity of Hawaiian and Pacific Island environments and peoples. The themes being examined all intersect the Pacific and Native Hawaiian on critical issues e.g. native people and relationship to the land, natural disasters and impact on island people such as climate change, hurricanes, drought, loss of agriculture land, and so on.

**HAP1 Example #2**

This course looks at Hawaiian and Pacific Island Agricultural practices of taro. Through the use of historical and current documents. This course will look at the history of how and where taro production begin in Eastern Asia and moved throughout the Pacific Islands to Hawaii. It will also focus on how many of these islands have continued to produce taro as a cultural and cash crop. Included in this course will be a readings on how different areas throughout the Pacific have adapted their cultivation techniques to grow different species for different reasons including but not limited to climate change. This type of information can lead to better understandings of How cultures throughout the Pacific have adapted their agricultural practice of sustainability according to their specific places. I have highlighted in red the readings associated with Asia and the Pacific on the syllabus.

**HAP1 Example #3**

The class is organized around one cross-cultural research project and weekly forums. The cross-cultural research project, a staple for anthropology courses, will look at one of five topics pertinent to all contemporary Micronesian and Native Hawaiian populations, including cultural responses to climate change, identity, kinship and health issues. The weekly forums will discuss the same topics, using readings and videos from both regions. For example, when discussing cultural responses to colonialism and conflict resolution we will be reading Ty Tengan's "Embattled Stories of Occupied Hawai'i" and Lynette Cruz's "Head Candy/Gut Connection," both of which focus on Native Hawaiian experiences. Every topic we investigate in the forums and through the readings will include Hawaiian articles and, when appropriate, videos or video clips such as "Stolen Waters," and segments from the PBS Hawai'i series "Insights." Please see attached draft readings list for more references.

## Hawai'i, Asian, and Pacific Focus Hallmark 2 (HAP2)

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**HAP2:** A course can use any disciplinary or multidisciplinary approach provided that a component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and worldviews rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia.

### Explanatory Note to HAP:

**Applicants must describe how their course incorporates Native Hawaiian perspectives in addition to those of the peoples of Asia or other Pacific Islands. Specific exercises/activities/assignments that meet these criteria should be discussed and where relevant references to the attached syllabi should be made. Pertinent reading that demonstrate such perspectives may be discussed here alongside any connected assignments or activities, such as book reviews or class discussions. *References to specific pages in the syllabi are welcome.***

#### HAP2 Example #1

Students are introduced to the different themes as demonstrated in the syllabus and lectures provide the background with important concepts to be discussed. During the talanoa and group discussions deeper interrogation and reflection on the application of the concepts; pros and cons given the geography, political, cultural and economic features of each kind of island and the various unique features in all the above aspects. These differences and similarities are what makes it important for the instructor to ensure the students appreciate this about the region and especially from a geopolitical perspective, let alone a cultural perspective. I also bring Guest speakers from the different islands who work here to provide more context for the issues that are examined in the course. The fact sheets, book review, Map Quiz. Group paper, and the two exams help triangulate all the knowledge learned and gained in a constructive manner for the class.

#### HAP2 Example #2

This course will be taught through a diversity-based model by a Native American person and all content will be viewed and examined through and from and cultural perspectives and Indigenous examples around the world. However, the main focus will be on understanding taro agriculture and will include cultural practitioners and readings from specialists s throughout the pacific. The course will also include field trips, readings, community presenters which will be from Hawaiian and the Pacific Islands themselves, whenever possible. Whenever this is not possible we will utilize authors and researchers who have written about and studied or worked with Hawaiian taro agriculture.

### HAP2 Example #3

The core focus of the class is the cross-cultural research paper, which will require students to examine Native Hawaiian and Micronesian culture(s) as they pertain to the topic. For example, if the topic is adoption, the student will be required to research and prepare a paper comparing and contrasting contemporary adoption issues within the Native Hawaiian and Micronesian communities. The diaspora of Micronesians to Hawai'i in the last half of the 20th century also provides a great deal of literature and examples students will be able to use to analyze cultural content from Native Hawaiian and Micronesian perspectives.

## Hawai'i, Asian, and Pacific Focus Hallmark 3 (HAP3)

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**HAP3.** A course should include at least one topic that is crucial to an understanding of the histories, cultures, beliefs, or arts, and/or the societal, political, economic, or technological processes of these regions (for example, the relationships of societal structures to the natural environment).

***Explanatory Note to HAP3: Applicants should demonstrate how their course examines at a minimum one topic that is relevant to understanding Hawai'i and either Asia or the Pacific. Courses which focus solely on outsiders perspectives of or interactions with these regions do not meet this requirement. References to specific pages in the syllabi are welcome.***

### HAP3 Example #1

Many of the topics affect the Pacific islands and Hawaii but most of all the relationship to land and land use and management are critical, the idea of environmental security is the buzzword in this development and geographic discourse. The course themes interrogate and study indigenous understanding of environmental security and analyze the potential conflicts that arise from different ways of knowing in terms of conservation and ecology and conceptions of justice and collective wellbeing that underlie these issues. The examples of conflicts in Papua New Guinea, Solomon Islands, Fiji, New Caledonia, and West Papua, culminating in the standoff at Mauna Kea illustrate these issues.

### HAP3 Example #2

This course is designed to touch all of the above structures in some way. It has to begin with understanding of how the peoples of the Pacific and Hawaii connect with taro and the earth. This must be shown through retelling of historical information of how taro originated in Asia and moved throughout the Pacific to Hawaii. It will then discuss how societal norms, and practices were shaped around taro as a way to feed the people of Hawaii and the Pacific. The course will also look at the engineering and complex understandings of biological processes understood in constructing an agricultural process that was both sustainable and beneficial to the peoples themselves and the Islands they live on. We will conclude with looking at modern issues and restoration projects being done in order to sustain kalo practices and how this model can be beneficial in helping the Pacific, Hawaii, and beyond better understand our responsibility to the land and the resources that it provides.

### HAP3 Example #3

The entire class is designed to give students greater insight into cultural, historical, and societal issues of importance to contemporary Native Hawaiian and Micronesian cultures. Students will read and discuss issues relating to climate change, colonialism, conflict resolution, kinship obligations and relationships, health issues, identity and diaspora in a cross-cultural examination of these issues within Native Hawaiian and Micronesian cultures. In addition, they will need to incorporate research from these cultures into their research project.

Please see readings on attached Syllabus

## Hawai'i, Asian, and Pacific Focus Hallmark 4 (HAP4)

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**HAP4: A course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multicultural respect and understanding.**

### ***Explanatory Note to HAP4:***

***Applicants should explain how their course helps students develop a deeper understanding of Native Hawaiian culture and society alongside those of Asia and other Pacific Islands. Essentially applicants should demonstrate that their coverage of these cultures/histories/economies/etc. are not cursory overviews but rather provide students with appropriate depth for the level of the course. If not discussed above, pointing out relevant readings/videos/speakers demonstrating Native Hawaiian and Pacific Island or Asian perspectives on these issues would be a significant aid in evaluating the application. References to specific pages in the syllabi are welcome.***

### **HAP4 Example #1**

I have designed the course to draw from both conventional academic and indigenous, native theories and ways of knowing as they relate to the themes of the course. Native voices from Hawaii and the Pacific are used in particular the last half of the course. Articles used for readings and review also draw on indigenous literature as well as the conventional academic lit. (see Syllabus) The multicultural and indigenous perspectives are provided by adding articles and books by indigenous scholars providing alternative ways of thinking on these phenomena. Students do constructive and rigorous assignment. The talanoa group work, and book review that students do from one of the books authored by a native Oceanian, or scholar of the region adds another layer of deepening student's knowledge in addition to the Midterm and Final exams that consist of multiple choices and long essay questions. This definitely adds to a deeper understanding of issues and especially Native Hawaiian and Pacific cultures appreciating the diversity of the human experience.

### **HAP4 Example #2**

As stated above this course will provide a better understanding of the need for diverse perspectives in agriculture and connection to land (Land ethics). It is through understanding of diverse ways of knowing that we will be able to build a more encompassing understanding of how to work with our earth. In order to begin this we must begin to understand each other through the sharing of cultural practices where we can come together creating more respectful relationships. This course will build upon this notion by presenting ideas and knowledge that brings to the forefront Indigenous knowledge and connects with western scientific perspectives as well. See sections of syllabus highlighted in HAP2

### **HAP4 Example #3**

The weekly forum discussions will give the students the opportunity to delve into some of these topics with the instructor and their fellow students. It is the instructor's experience that forum discussions allow UHWO students, who come from very diverse and multicultural backgrounds, to use their own experiences to illustrate the concepts, which in turn fosters multicultural respect and understanding.

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**PLEASE SEE BELOW FOR FULL SYLLABI USED AS  
EXAMPLES**

**UNIVERSITY OF HAWAII-WEST OAHU**  
**FALL 2018**  
**GEOG/HPST 365: GEOGRAPHY OF THE PACIFIC**  
**T & TH: 11:00-12:20 P.M.**  
**ROOM: D-150**

**INSTRUCTOR:** Dr Sa'ili Lilomaiava-Doktor

Office: CL, D-211

TEL: 689-2355

Email: [sailiema@hawaii.edu](mailto:sailiema@hawaii.edu)

Office hours: Tues and Thur: 9:30-10:30 a.m. and by Appointment

Course Website: See Lulima

**COURSE DESCRIPTION**

In this course, we will study the geography of the Pacific Islands or Oceania—a geographic realm that encompasses the regions of Melanesia, Micronesia, and Polynesia. Hawai'i is an integral part being strategically located at the crossroads of cultural, social, economic, and political exchanges between the East and West and its Pacific Island neighbors. The course takes a global and topical approach: these include environmental, historic, economic, social, and political issues and are explored primarily from a geographic perspective. The course is divided into three segments. First, we discuss the physical geography of the islands of the region, second we focus on its human geography, and third we examine the causes of transformation of the landscapes of the region and contemporary processes and debates about environmental alterations, economic development, cultural identities, and globalization. We take a critical look at issues affecting Oceania and stress the importance of understanding the diversity of Hawaiian and Pacific Island environments and peoples. This course also fulfills the HAP focus requirement.

**TEXTS AND RECOMMENDED READINGS**

Readings for each week are posted on Lulima, supplementary readings maybe given in class during the semester. To reference our discussions and readings against a general geography of the Pacific please see a book by Rapaport called *Pacific Islands Environment and Society* (2013) Moshe Rapaport Revised Edition, University of Hawaii Press. Teaching Oceania Series Volume 3 Health and Environment in the Pacific, University of Hawaii Manoa Scholar Space under Center for Pacific Islands Community link <http://hdl.handle.net/10125/46004>

**STUDENT LEARNING OUTCOMES (SLOs)**

Upon completion of this course, students should be able to

1. Demonstrate knowledge of basic principles of geography understanding the historical, social, and environmental processes shaping the Pacific cultural regions (CLO-1, DLO-1-2, ILO-1)
2. Analyze issues from multicultural perspectives and to articulate an understanding of the interconnectedness of local and global issues (CLO-2, DLO-2, ILO-2)



3. Demonstrate knowledge of indigenous Hawaiian and Pacific worldviews drawing on information from Pacific ethnographies in anthropology, history, geography, sociology, and literary texts (CLO-2, DLO 4, ILO 4)
4. Demonstrate an in-depth knowledge of specific aspects of the cultures of the Hawaiian people and/or the cultures of Pacific Islanders such as culture, geography, and issues such as development, tourism, and globalization (CLO 3, DLO 5, ILO 4)

### **COURSE STRUCTURE, APPROACH, AND EXPECTATIONS**

Class meetings will consist primarily of discussions based on the assigned readings and viewings for a given week. The readings will include works that address broader theoretical and methodological issues as well as specific studies from Oceania. Course grade is determined by the results of two exams (not cumulative), a book review, one group talanoa (reaction/dialogue paper), Readings groups, Map Quiz, Fact Sheet, Fieldtrip UHWO Garden, Attendance and Participation, and News Items from the Pacific based on cultural region groupings of (Melanesia, Micronesia, and Polynesia). There will be occasional guest lectures from scholars in the region. The exams are based on the lectures, assigned readings, film/video and current events.

#### **Laulima and Classroom**

This course will make regular use of Laulima for postings of assignments and announcements. It is your responsibility to make sure that your Laulima account is active and to visit the Laulima course website *regularly*. I have posted a variety of research resources on our Laulima page under Course Materials> Resources> Lectures>. All key assignments and requirements: Group Talanoa, Book review, Fact sheet, or Weekly homework will be added to the "Assignments" page where you will attach these by the due date. **Please bring a hardcopy of every assignment submitted to me in class on the day it is due.**

#### **Late Assignments**

There are penalties for late submission up to two days of -3 points from the total points each day it is late. All of your grades will be posted on the "Gradebook" page. Late assignment will not be accepted after 3 days. All papers and homework assignments should be typed and double-spaced unless specified.

#### **Approach**

In this class, we will use a Pacific learning format/approach known as talanoa (kin members can sit and have a dialogue). In this format, all students are considered a member of a classroom ohana, kainga, 'aiga (classroom-kin). Moreover, we see ourselves as paddlers in a canoe or wa'a where values of cooperation, patience, respect, and obligation to the work that we do are upheld. Students are expected to participate in communal learning and to engage one another in respectful dialogues. Students will be graded on their ability to participate in this learning format. As members of the classroom ohana, all students are required to fulfill their kuleana (responsibilities), come to each class fully prepared to discuss the readings and take an active role in class activities. Class members are encouraged to draw from their "local and situated knowledge" (knowledge derived from their lived experiences) to enrich class dialogues.

Remember that valuable knowledge exists outside of written texts. Your attendance and participation grade is assessed in using these aspects of the course and your participation in them.

### Evaluation and Grading

Assignment	Points	Weight %
Reading Groups	5 x @ 20 points	100
Talanoa Paper Presentation	50	10
Book Review	50	10
Fact sheet of Oceania	50	10
Midterm Exam	200	20
Final Exam	200	20
UHWO Garden Work Series	30	5
News Items 5x & Map Quiz	70	5
Attendance and Participation	100	10
<b>TOTAL</b>	<b>850 points</b>	<b>100</b>

### Grading Scale

	87-89.9%=B+	77-79.9%=C+	67-69.9%=D+	
93-100%=A	83-86.9%=B	73-76.9%=C	63-66.9%=D	59% and below=F
90-92.9%=A-	80-82.9%=B-	70-72.9%=C-	60-62.9%=D-	

## COURSE REQUIREMENTS and ASSIGNMENTS

### 1. Reading Groups (SLO- 2, 3, 4)

During the course of the semester, you will be meeting in Reading Groups (see the Weekly Schedule for dates). These groups will be structured to encourage your critical engagement with the readings, while also creating an environment in which you can “workshop” your ideas and reactions with a few of your classmates. Reading Groups will always be held on the last Thursday of a particular section of the course these are Weeks 5, 7, 10, 12 and 14. As the readings will be the focal point of discussions, you must have the readings complete **before** coming to class that day. To ensure that you can contribute to your group, you will each be assigned rotating tasks that should be prepared **before** class. These tasks will include:

1. Pointer – you will be in charge of identifying the main points of the article(s).
2. Examiner – you will be in charge of thinking of how the main points may be challenged.
3. Connector – you will be in charge of finding connections between the readings and the key concepts for that section of the course.
4. Questioner – you will be in charge of coming up with discussion questions for your group.
5. Recorder – you will be in charge of taking notes on what has been discussed on a Reading Group worksheet that will be collected at the end of class.

HPST/GEOG 365 will guide you in a system of reading, analyzing, questioning and writing that may help you in the rest of your academic career. These groups will also give you a bit of help as you work towards your Talanoa Group Response/Dialogue

presentation sometime during the semester. Therefore, use your group as an opportunity to ask questions, to share ideas, and to even express frustration and/or confusion as you work through the content together. A more detailed explanation of these groups will be posted on Lulima. We will also discuss these groups at length in class before the first scheduled group meeting.

The Reading Group also gives you the chance to learn from (and with) each other (rather than just from the professor). Often the most transformative discoveries come when students are given the space to consider the course materials and what they mean for themselves and their lives. Thus, as a group, you will be able to direct your discussion and to then share your thoughts with the rest of the class.

## **2. Talanoa-Lead Discussion (SLO-1, 2, 3, 4)**

From the same Reading Groups, each group will lead class discussion regarding course readings **one** time throughout the semester. Your group will select one article from weeks 6, 8, 11, 13, and 15 for your talanoa response paper on a first come first serve basis. In order to prepare to lead discussion, your group will write a 3-page reaction to reading, **HIGHLIGHTING KEY IDEAS/CONCEPTS** as they are related to what we discuss in lectures, asking questions, and including critical reaction and response to a reading. Your paper must clearly show a critical engagement of the course readings. The Talanoa group's paper, hard copy is due in class on the same day your group does the presentation. You also must post the paper on the "assignments" page on Lulima. Each group will do their Talanoa Presentation for 15 minutes only. I facilitate the flow as well as explain concepts and direct discussion to achieve maximum benefit for the class.

## **3. Map Quiz (SLO-1)**

There will be a map quiz based on the maps of the Pacific Islands given in class. A blank practice map will be given prior to MQ.

## **4. News Items @ three Weeks 5x (SLO 1, 2)**

News items are collected from selected groups based on the cultural regions of Melanesia, Micronesia or Polynesia. For the News Items, the group who will bring the news item will briefly share in class its significance as it relates to the Pacific Islands region.

## **5. Fact Sheet of Oceania (SLO 1, 2)**

Students are required to provide factual information on all the island entities. These include population, capital, political status, head of government, and cultural region.

## **6. Exams (SLO 1-5)**

The exams are based on the lectures, assigned readings, film/video and current events, everything we cover in class before the exam. And it includes multiple choices and essay questions.

## **7. Fieldtrips to UHWO Organic Garden (SLO 2,3)**

Connecting theory and what is learned in the classroom to the real world is important pedagogy in Hawaiian-Pacific Studies, so a hands-on approach is key to this course. Therefore we will spend one of the Saturdays of the semester doing service learning

working in our student's garden. We will help weed, make mulch, plant and prune trees. There will be a handout for you to bring with you to take notes. We will share thoughts and reflections on your experience when we meet in class the following week.

### **8. Book Review (SLO 2,3,4,5)**

Students are required to submit a book review according to the following schedule:

#### **Book Review Requirements**

Review should be 5-typed, double-spaced pages. Each review must include four items:

- 1) An indication of the author's background;
- 2) A discussion of the author's intent or purpose in producing the work;
- 3) A capsule summary of the contents of the book;
- 4) Your thoughtful response or reaction to the work, and your assessment of its significance for understanding the Pacific region including Hawaii. **The last part is the most important.** Reviews can be organized around these four themes, which may be used as sub-divisions within the written text of the review.

#### **Choose one book from the selections below: Book Review due Thursday NOV 1.**

1. Carlos Andrade 2008 *Ha'ena Through the Eyes of the Ancestors*. University of Hawaii Press or
2. Epli Hauofa 2008 *We are the Ocean, Selected Works*. University of Hawaii Press, or
3. Cathy Small 2011 *Voyages: From Tongan Villages to American Suburbs*. Cornell University Press, or
4. Sasha Davis 2015. *The Empires' Edge, Militarization, Resistance, and Transcending Hegemony in the Pacific*. University of Georgia Press, Athens or
5. Katerina Teaiwa 2015. *Consuming Ocean Island: Stories of People and Phosphate from Banaba*. Indiana University Press, Bloomington or
6. Kamanamaikalani Beamer 2014 *No Makou Ka Mana Liberating the Nation*. Kamehameha Publishing. Honolulu

### **9. Attendance and Participation**

Regular attendance and commitment are needed to make this a successful semester. A sign up attendance sheet will be distributed in the beginning of class. Timely submission of assignments and contributing to class discussions are part of the grade. I use Reading groups focus questions as a means to make sure students are on the same page about the themes of each week. Class discussions will also involve individual students to respond to focus questions as we go along.

#### **UHWO Credit hours (in-person statement):**

The UHWO Credit Hour Policy states that students in a 3-credit course are expected to devote a minimum of 9-hours a week (135 hours/semester) on course related work (see UHWO General Catalog). The work assigned in this course meets the stated student learning outcomes in the UHWO Credit Hour Policy. To achieve adequate learning in this course, it is expected that students will need to devote a minimum of 9 hours a week attending scheduled class meetings, completing assigned readings, working on the study questions, researching and writing the reaction papers, and studying for scheduled exams and quizzes.

## Access

If you are a student with a documented disability and have not done so already, contact

	<b>Schedule of Classes Aug-Dec 2018</b>	
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Tom Hirsbrunner, ADA/504 Coordinator, at 689-2935 or [hirsbrun@hawaii.edu](mailto:hirsbrun@hawaii.edu) to arrange for any accommodations you may need. You may also contact me to discuss your needs further.

## Academic Honesty—Acknowledging Sources and Plagiarism

Students writing a term paper, take-home exam, or book review are sometimes tempted to borrow facts, ideas, or phrases from other writers. This is especially the case now that the Internet allows almost instant access to huge amounts of material. It is perfectly acceptable to use and learn from other peoples' work, provided that you acknowledge sources fully and appropriately.

You are responsible for knowing the University of Hawai'i policy on academic dishonesty. Please read it carefully. Here's a quote from the university web page on student conduct (<http://www.uhwo.hawaii.edu/campus-life/student-affairs/student-policies/#stduentcodeconduct>):

“Cheating includes, but is not limited to, giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; using inappropriate or unallowable sources of information during an examination; falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting the facts in order to obtain exemptions from course requirements.”

“Plagiarism includes, but is not limited to, submitting in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that portion to the individual; neglecting to identify as a quotation, another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved.”

## Noe'au Center and Learning Resources, Academic Support

At UHWO we have a great resource for questions about papers, how to cite, editing and also for math. Do not hesitate to use the Noe'au Learning Center when you have questions. Testing and ADA accommodations are available. I do give extra credit for those who attend the workshops by Noe'au Center. The tutors take attendance and she/he lets me know who attends in my classes. Contact info Library B203, tel 689-2750. Visit also [www.tinyurl.com/noeaucenter](http://www.tinyurl.com/noeaucenter)

Week and Topic(s)	Readings, Films, Activities	Assignments & Reminders
<p><b>Week 1 Aug 21 and 23</b></p> <p><b>Pacific Islands Geographies</b></p>	<p><b>Introduction- <i>Geography of the Pacific</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Skill building #1</i></b></li> <li>• <b><i>What is geography and what is its spatial perspective? Explain</i></b></li> <li>• </li> <li>• <b><i>Skill building #2</i></b></li> <li>• <b><i>Map Interpretation and basic skills: concepts important to geographic understanding: site, situation, location, region, absolute and relative location.</i></b></li> <li>• <b><i>What are the three regions that constitute the Pacific or Oceania? Reading and watching for Main idea</i></b></li> <li>• <b><i>Who coined these terms?</i></b></li> <li>• <b><i>What are the islands that constitute each region</i></b></li> </ul> <p><b>Read:</b> For week 1 and 2 Curtis Manchester 1951 “The Exploration and Mapping of the Pacific” in <i>Geography of the Pacific</i> edited by Otis W Freeman, John Wiley and Sons</p>	<p><b>Activity: Monday</b></p> <ul style="list-style-type: none"> <li>• Draw a mental map of the Pacific.</li> <li>• Biographic Interview in class</li> </ul> <p><b>Maps of the Pacific</b></p> <p><b>Intro lecture of the Pacific Realm</b></p>
<p><b>Week 2 Aug 28 and 30</b></p> <p><b><i>Knowing of the Pacific Islands or Oceania?</i></b></p>	<p><b>Lecture 2 <i>Knowing of the Pacific Islands</i></b></p> <p><b>Read:</b> Howe, K.R. 2000 Chapters 1 Intro and Nature as Culture. In <i>Nature, Culture, and History: The “Knowing” of Oceania</i> Honolulu, University of Hawaii Press</p> <p><b>Read:</b> Hereniko, Vilsoni 2000 Academic Imperialism. In <i>Remembrance of Pacific Pasts</i> (edited) R, Borosfsky, University of Hawaii Press</p> <p><b>Read:</b> Epeli Hauofa 2008 “Anthropology and Pacific Islanders” in <i>We Are the Ocean: Selected Works Paper</i>. University of Hawaii Press</p>	<p><b>Discuss the Talanoa and Reading group work. Groups assigned by this week</b></p>

<p><b>Week 3 Sept 4 and 6</b></p> <p><b>Physical Geography &amp; Natural Disasters</b></p>	<p><b>Lecture 3 Physical Geography</b></p> <ul style="list-style-type: none"> <li>• <i>The unique geography of the Islands: types of islands—continental, high, low, raised atoll, atoll and their unique physical features and limitations.</i></li> <li>• <i>How do Pacific societies adapt to their environments? Our collective responsibility to land and people as resources.</i></li> <li>• <i>Marine geography, maritime boundary, EEZ:</i></li> <li>• <i>Opportunities and Challenges for the Pacific Islands?</i></li> </ul> <p><b>Read:</b> Morgan, J 1996 Chapters 1, 2, 3 pp: 1-13 in <i>Hawaii: A Unique Geography</i>. Bess Press Hawaii</p> <p><b>Read:</b> Fryer, G. and Patricia “Geology” in <i>The Pacific Islands: environment and society</i>. Pg. 33-42</p> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Four Kinds of Coral Reef Youtube</li> <li>• Meet the Volcanoes NOVA PBS</li> <li>• Hawaii Volcano Eruption Update Aug 3, 2018 Youtube</li> </ul>	<p><b>News Items due</b></p>
<p><b>Week 4 Sept 11 and 13</b></p> <p><b>Biogeography &amp; Living Environment</b></p>	<p><b>Lecture 4 Biogeography, Geomorphology cont'd</b></p> <p><b>Read:</b> Carving Out Radio 2003 Program 1” People of the Sea” <a href="http://www.abc.net.au/ra/carvingout/radio/">http://www.abc.net.au/ra/carvingout/radio/</a></p> <p><b>Read:</b> Teaching Oceania Series Vol 3 Health and Environment in the Pacific.pdf on internet in University of Hawaii Scholar Space. Center for Pacific Islands Studies Community <a href="http://hdl.handle.net/10125/46004">http://hdl.handle.net/10125/46004</a></p>	<p><b>MAP QUIZ 13<sup>TH</sup></b></p> <p><b>Reading Groups</b></p>
<p><b>Week 5 Sept 18 and 20</b></p> <p><b>Postcolonial States and Change I</b></p>	<p><b>Lecture 5 Postcolonial Changes</b></p> <ul style="list-style-type: none"> <li>• <i>How Islands and Islanders adapt? Coping strategies in a modern world e.g. Fiji, Guam, Niue, Solomon Islands, Samoa, Tonga, Hawai'i</i></li> </ul> <p><b>Read:</b> What is the Pacific Way? 1980 by Ron</p>	<p><b>Reading Groups September 20<sup>th</sup></b></p> <p><b>Online film Pacific</b></p>

	<p>Crocombe</p> <p><b>Read:</b> Petaia, Nuufou 1994 Incorporating Traditional Knowledge in Development Activities: Western Samoa, <i>Science of Pacific Island People: Land use and Agriculture</i> Vol 2, 2:173-89 9pages</p> <p><b>Read:</b> Alyssa Navares In Wai we Trust. Written for Mana Magazine 2014: 26-34</p>	<p><b>Way 7204</b>  <a href="https://uhwestoahu.lib.hawaii.edu/vwebv/holdingsInfo?bibId=597739">https://uhwestoahu.lib.hawaii.edu/vwebv/holdingsInfo?bibId=597739</a></p>
<p><b>Week 6 Sept 25 and 27</b></p> <p><b>Postcolonial States and Change II</b></p>	<p><b>Lecture 6 Postcolonial Change and Continuity</b></p> <p><b>Read:</b> Diane Ragone “Tree of Plenty, Breadfruit” as told by Julia Steele Hana Hou Magazine Vol 12, 4 September 2009: 49-61</p> <p><b>Read:</b> Roland Gilmore “The Kapa Makers: Rediscovering an Island Art” Hana Hou Magazine Vol 12, 4 February, 2009</p> <p><b>Read:</b> The Ti of Life, Hawaii’s most sacred and most useful plant. Hana Hou Magazine 2012: 71-82 Story by Samson Reiny, photos by Dana Edmunds</p> <p><b>Read:</b> Maile Following the Vine. Hana Hou Magazine 2018: 63-71. Story by Katie Yamanaka, photos by Josh McCullough</p>	<p><b>News Items due</b></p> <p><b>Fact Sheet Due 9/27</b></p>
<p><b>Week 7 Oct 2 and 4</b></p> <p><b>Climate Change and Rising Sea Levels</b></p>	<p><b>Lecture 7 Climate Change and the Pacific</b></p> <p><i>Legacy of Colonialism: Pacific Islands as nuclear and military playground e.g. Micronesia</i>  <i>Climate change and consequences e.g. Micronesia</i></p> <p><b>Read:</b> Tui Atua Tupua Tamasese Taisi Efi 2009 “Climate Change and the Perspective of the Fish” Speech for the <i>Stars of Oceania Summit</i>, University of Hawaii</p> <p><b>Read:</b> Leslie Allen 2004 “Will Tuvalu Disappear Beneath the Sea?” <i>Smithsonian</i> Vol 55 (5): 45-522</p> <p><b>Watch:</b> YouTube, Kiribati the Frontline of</p>	<p><b><i>Island Soldier Film,</i></b>  <b>Nathan Fitch 2017</b>  <b>6pm</b></p> <p><b>Reading Groups</b>  <b>Oct 4<sup>th</sup></b></p>



	Climate Change OR Video Rising Waters QZ21	
<b>Week 8 Oct 9 and 11</b>  <b>Economic and Development Geography</b>  <b>Example of Natural Resources</b>	<p><b>Lecture 8 Mining and Natural Resources of Melanesia</b></p> <p>Case studies from Solomon Is, Papua New Guinea, and New Caledonia</p> <p><b>Read:</b> Konai Helu Thaman 1992 A Conversation about Development, Paper Presented at Massey University, New Zealand on Development: Lessons from Asia and the Pacific Islands: 1-10 pages</p> <p><b>Read:</b> Dan Jorgensen 2006 Hinterland History: Ok Tedi Mine and its Cultural Consequences in Telefomin, <i>The Contemporary Pacific</i> Vol 18, no. 3: 233-263</p> <p><b>Read:</b> Kai Lavu 2007 Porgera Joint Venture's Presence in the Southern Highlands Province. In <i>Conflict and Resource Management: Southern Highlands of Papua New Guinea</i> (eds) Nicole Haley and Ronald May. ANU E-Press. <a href="http://press.anu.edu?p=96761">http://press.anu.edu?p=96761</a></p> <p>Extent of Logging Trading and Illegal Practices read url site and info: <a href="https://www.globalwitness.org/en/campaigns/forests/stained-trade/">https://www.globalwitness.org/en/campaigns/forests/stained-trade/</a></p> <p><b>Watch:</b> Mountain Porgera V 11823</p>	<b>Watch:</b> Mountain Porgera V 11823
<b>Week 9 Oct 16 and 18</b>  <b>Geography of Nickel</b> <b>Nickel mineral</b>	<p><b>Lecture 9 Natural Resources and Development</b></p> <p><b>Kanak and Self Determination</b></p> <p>Case of New Caledonia</p> <p>Watch (Overseas Country of France) awaits decolonization, and Goro Nickle plant youtube</p> <p><b>Watch:</b> Paradise in Pain on line, <b>Read:</b> <a href="http://www.radionz.co.nz/international/pacifi">http://www.radionz.co.nz/international/pacifi</a></p>	<b>News Items due</b>  <b>Midterm Exam 1</b> <b>10/18 Thursday</b>

	<a href="http://c-news/220023/new-caledonia-weighs-up-impact-of-nickel-mining">c-news/220023/new-caledonia-weighs-up-impact-of-nickel-mining</a>	
<p><b>Week 10 Oct 23 and 25</b></p> <p><b>Economic and Development Geography</b></p> <p><b>Example of Migration</b></p>	<p><b>Lecture 10 Migration and Development</b></p> <p>Case studies from Samoa, Tonga, Hawaii, Cook Is, Tokelau, and Niue. Theories of Migration and Development</p> <p><b>Read:</b> Bertram, G. and R. F. Watters 1985 "The MIRAB Economy in the South Pacific Microstates" <i>Pacific Viewpoint</i>, Vol 26: 497-519. 12 pages</p> <p><b>Read:</b> Cathy Small 2011 The Meanings of Tongan Migration, Chapter 11 in <i>Voyages</i>: 186-205</p> <p><b>Watch:</b> Children of the Migration</p>	<p><b>Reading groups on Thursday Oct 25<sup>th</sup></b></p> <p><b>Watch:</b> Children of the Migration</p>
<p><b>Week 11 Oct 30 and Nov 1</b></p> <p><b>Migration Cultural, Economic and Political Impacts</b></p>	<p><b>Lecture 11 Population Movement and Development</b></p> <p><b>Read:</b> Ping-Ann Addo 2009 Forms of Transnationalism, Forms of Tradition: Cloth and Cash as Ritual Exchange Valuables in Tongan Diaspora. In <i>Migration and Transnationalism: Pacific Perspectives</i> edited by Helen Lee and Steven Francis ANU-E Press</p> <p><b>Read:</b> Lilomaiva-Doktor, S. 2009 Samoan Transnationalism: Cultivating Home and Reach. In <i>Migration and Transnationalism: Pacific Perspectives</i> edited by Helen Lee and Steven Francis ANU-E Press</p> <p><b>Watch:</b> Lessons from Hawaii - about Micronesians, YouTube Kathy Jetnil Kijiner <b>Watch:</b> O Tamaiti V16410, electronic resource</p>	<p><b>Book Review Due 11/1</b></p>
<p><b>Week 12 Nov 6 and 8</b></p> <p><b>Search for Development: Tourism</b></p>	<p><b>Lecture 12 Tourism and Development</b></p> <p>Focus Qs: <i>Development and Tourism: friend or foe? What do these concepts mean?</i></p>	<p><b>News Items due</b></p> <p><b>Reading groups on Thursday Nov 8<sup>th</sup></b></p>

	<p><b>Read:</b> Haunani-Kay Trask 1993 “Lovely Hula Hands Corporate Tourism and the Prostitution of Hawaiian Culture”. In <i>From a Native Daughter</i> Maine: University of Hawaii Press</p> <p><b>Read:</b> Langi, Kavaliku 1994 Culture and Sustainable Development in the Pacific, 22-31</p> <p><b>Read:</b> Lisa Kahaleole Hall 2005 Hawaiian at Heart and Other Fictions, <i>The Contemporary Pacific</i> Vol 17, no 2. pp: 404-413</p>	
<p><b>Week 13 Nov 13 and 15</b></p> <p><b>Alternative Tourism? Indigenous Tourism</b></p>	<p><b>Lecture 13 Tourism and Alternates</b></p> <ul style="list-style-type: none"> <li>• <i>Eco-tourism and Sustainable development as concepts?</i></li> <li>• <i>Are these concepts the same or different? We will look at how they are used in development literature.</i></li> </ul> <p><b>Read:</b> Konai Helu Thaman 1997 “Beyond Hula, Hotels, and Handicrafts: A Pacific Islander Perspective of Tourism Development” <i>The Contemporary Pacific</i> Vol pp: 104-111</p> <hr/> <p><b>Read:</b> Adria Hamada 2008 The Army Learns to Luau: Imperial Hospitality and Military Photography in Hawaii, <i>The Contemporary Pacific</i> Vol 20, no. 2: 329-361</p> <hr/> <p><b>Read:</b> Regina Scheyvens 2005 “Beach Fare Tourism in Samoa” Center for Indigenous Governance and Development Working Paper No. 3</p>	<p><b>Watch: South Kona Hema</b></p>
<p><b>Week 14 Nov 20 Globalization</b></p>	<p><b>Lecture 14 Globalization and the Pacific</b></p> <p><b>NO CLASS ON Thursday 22 THANKSGIVING</b></p> <ul style="list-style-type: none"> <li>• <i>What is globalization? Pros and Cons?</i></li> </ul>	<p><b>Reading groups Nov 20<sup>th</sup></b></p> <p><b>Watch: video</b></p>

	<p><i>What's in it for us?</i></p> <ul style="list-style-type: none"> <li><i>Is it another form of capitalism, and western imperialism?</i></li> </ul> <p><b>Read:</b> Betsy Taylor and Dave Tilford 2000 "Why Consumption Matters" in <i>Consumer Society Reader</i> edited by Juliet Schor, and Douglas Holt: 463-485. The New Press, New York</p> <p><b>Read:</b> Stop Globalization Pacific Islands want to get Off. PI report</p> <p><b>Watch:</b> video Globalization winners and losers Skill building—noting down key ideas of film</p>	<p>Globalization winners and losers</p> <hr/>
<p><b>Week 15 Nov 27 and 29</b></p> <p><b>Impacts of Globalization—Health, and Environment</b></p>	<p><b>Lecture 15 Globalization and Environment</b></p> <p><b>Read:</b> Carving Out Radio 2004 "A Healthy Outlook"</p> <p><b>Read:</b> Chris Peteru 2004 Trashing the Pacific, <i>Pacific Ecologist Magazine</i> Spring 2004 4 pages</p> <p><b>Watch:</b> Modern Meat Video 20135 see and watch link below to more information on this Frontline Episode PBS:</p> <hr/> <p><a href="http://www.pbs.org/wgbh/pages/frontline/shows/meat/">http://www.pbs.org/wgbh/pages/frontline/shows/meat/</a></p> <hr/>	<p><b>News Items due</b></p>
<p><b>Week 16 Dec 4</b></p>	<p>Final Exams Week</p>	<p><b>Tuesday Dec 4</b> Final Exam 2 hours. eCafe evaluations.</p>

## SCFS 415 : Hawaiian Taro Production

### University of Hawai'i, West Oahu Course Syllabus: Fall 2019 (subject to change)

**Professor:**

Daniel Lipe, Ph.D., Junior Specialist of Sustainable Community Food Systems

E-mail: [Lipe@hawaii.edu](mailto:Lipe@hawaii.edu)

Class period: TBD

Office: UHWO D-128

Office hours: Wednesday 1:00-2:00 pm Thursday 10.30-11.30 am, and by apt.

[Bachelor of Applied Science Concentration in Sustainable Community Food Systems \(BAS-SCFS\) at UH West O'ahu.](#)

**Course Description:** This 3-unit lecture and field course provides an analysis of pre-and post Euro-American contact of Hawaiian kalo agriculture. Through assigned readings, guest presentations from practitioners, and real life first hand experiences, this course seeks to teach the holistic and intricate workings of traditional Hawaiian kalo agricultural practices. This course will begin with a historical perspective and progress into examining how Hawaiian based kalo agricultural practices are relevant to helping fix today's global issues of natural resource management and food security for Hawai'i and beyond.

**Required Text/Readings-**

Taro Mauka to makai

All other readings will be posted on laulima

**Learning objectives:**

- Demonstrate comprehension of the botany, horticulture, ecology and culture of indigenous kalo agriculture of Hawai'i and the Pacific (ILO 2, 5; GELO 4, 5, 6, 7)
- Read, write, think critically and discuss current ideas of ecological and natural resource sustainability as it relates to food systems agriculture of Hawai'i and beyond. (ILO 1, 2, 3; DLO 1, 5; GELO 1, 7, 8);
- Demonstrate knowledge of the Native Hawaiian cultural world-views and values in shaping traditional natural resource management practices in Hawai'i (ILO 2; GELO 4, 6, 8);
- Demonstrate an understanding of the key economic, political, social factors that served to displace traditional land use and cultural practices in Hawai'i and the social movements to restore them (ILO 4; DLO 5; GELO 4, 6, 7).

### **Academic Honesty -**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Copying the work of professional writers or other students and then turning it in as one's own constitutes plagiarism and are not allowed. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university. Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. For further information on what is expected of UH West O'ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

### **Learning Challenges and Accommodations – Required**

In keeping with University policy, any student with a disability who needs academic accommodation for testing, note taking, reading, classroom seating, etc., is to call Student Services, as soon as possible, and speak with:

Thomas Hirsbrunner, ADA/504 Coordinator

Phone: (808) 689-2935

Email: [hirsbrun@hawaii.edu](mailto:hirsbrun@hawaii.edu)

Web: <http://www.uhwo.hawaii.edu/studentaccess>

**The No'eau Center** - The No'eau Center offers services designed to help students improve their overall academic performance. Tutoring in writing and many other subject areas is offered by appointment, on a walk-in basis, and online via email. Students may schedule an appointment by emailing or calling the center or stopping by to make an appointment at the front desk. Workshops are also offered on topics including literature reviews, research papers, various formatting styles (e.g. MLA, APA, Chicago), studying for exams, and resumes and interviews. Testing services and ADA accommodations are also available. For more information, stop by the No'eau Center (Library, B203), visit our website ([www.tinyurl.com/noeaucenter](http://www.tinyurl.com/noeaucenter)), or call 808-689-2750.

### **University Statement on Non-Discrimination – Required**

The University of Hawai'i - West O'ahu (UHWO) strives to provide an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all members in our UHWO community. UHWO can help to provide valuable information. Examples of behavior that may be considered sex or gender-based discrimination may include, but is not limited to, the following: sexual harassment, harassment of LGBTQ students, sexual assault, stalking, and domestic and dating violence. If you or someone you know is experiencing sex or gender-based discrimination, or if you have any questions regarding UHWO's process or policies,

please feel free to contact the UHWO Title IX Coordinator via email at: [uhwot9c@hawaii.edu](mailto:uhwot9c@hawaii.edu), or you can visit the UHWO Title IX website for more information at: <http://www.uhwo.hawaii.edu/about-us/university-policies/title-ix/>

**UHWO Student Code of Conduct:**

UHWO supports a positive educational environment that will benefit student success. In order to ensure this vision, UHWO has established the UHWO Student Code of Conduct to ensure the protection of student rights and the health and safety of the UHWO community, as well as to support the efficient operation of all UHWO programs. All currently enrolled students at UHWO are required to abide by UHWO's Student Code of Conduct. A copy of the most current Student Code can be found on UHWO's website at:

<http://www.uhwo.hawaii.edu/campus-life/student-affairs/studentpolicies/#studentconductcode>.

**UH WEST O'AHU TITLE IX**

The University of Hawai'i - West O'ahu (UH West O'ahu) strives to provide an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination. Such an environment is necessary for a healthy learning and working environment because discrimination and harassment undermine human dignity and the positive connection among all members of our UH West O'ahu community. We are committed to providing a learning and working environment that promotes personal integrity, civility, and mutual respect that is free of all forms of sex discrimination and gender-based violence, which includes (but is not limited to): sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

The grievance process UH West O'ahu uses to address any allegations of sex and/or gender-based discrimination involving employees, students or third parties will be the systemwide policy, [EP 1.204](#).

If you or someone you know is experiencing any of these, UH West O'ahu has staff and resources on our campus to support and assist you. Staff can also direct you to resources that are in the community. Here are some of your reporting options:

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, please contact:

Dr. Steven Taketa  
UH West O'ahu Clinical Psychologist  
Tel: [808.689.2675](tel:808.689.2675)  
Email: [taketas@hawaii.edu](mailto:taketas@hawaii.edu)

*\*UH West Oahu's ONLY Title IX designated confidential resource is a clinical psychologist. Information provided to the confidential resource will not be provided to the Title IX Coordinators, unless the health or safety of members of the UH West O'ahu community is at issue.*

If you wish to submit a **REPORT** regarding an incident of sex or gender-based discrimination (which includes, but is not limited to, sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking) as well as receive information and support, please contact:

Bev Baligad, J.D.  
Title IX Coordinator (T9C)  
Tel: [808.689.2934](tel:808.689.2934)  
Email: [uhwot9c@hawaii.edu](mailto:uhwot9c@hawaii.edu)

You can also file an online report by searching the term "[Discrimination Complaint Form](#)" on UH West O'ahu's homepage.

As a member of the university faculty, I am **required to immediately report** any incident of sex or gender-based discrimination to the campus T9C. [[Act 208, Section 2\(8\)\(b\)](#)]. The T9C and I are both considered "responsible employees" and therefore cannot guarantee confidentiality. However, you still have the ability to discuss (with the T9C) other options available to you that may assist you in determining how you would like your issue to be handled.

For more information regarding sex discrimination and gender-based violence, go to UH West O'ahu's sex and gender based discrimination information [page](#) on our website, or simply type "Title IX" in the search box on the homepage.

<b>Grading:</b>	<b>Points</b>
Attendance and Class participation.....	100
Weekly Writing Assignments (12) 10-pt essays .....	120
Midterm draft of paper .....	100
Final paper .....	70
Final presentations.....	30
*Service Learning.....	100

**Paper requirements- minimum of 10 pages, double spaced, size 12 font. minimum 7 sources. Research papers will be worth 70 points Every Island had its own unique environmental habitats and species along with the techniques utilized in management. In this final paper and presentation students will be required to research an aspect of Kalo production found within Hawaii. Paper must include a historical overview along with a current write-up of topic covered,**



and completed with a proposed restoration discussion based around the ideas identified throughout the course.

All topics must be pre-approved by instructor.

**Midterm peer review-** All students will turn in a mid-term paper to the instructor and exchange papers with a classmate. Papers will be reviewed by the instructor along with one peer review. A copy of the peer reviews will be turned into the professor.

**\*Service learning requirement:** Students are required to participate in a community workday at a Hawaiian based kalo agricultural farm. A 1-page (single-spaced 12-pt font) summary of your work and its relationship to addressing key environmental quality or human health issues covered in the course. 2 pictures of your service learning work must be included with the final write up along with a signature of the coordinating official of the workday.

**Grading Scale:**

Percentage	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

**Course structure-**

**Course Outline: Mahi' ai kalo**

**WEEK 1**

**Wednesday** --Introductions; Course overview; Course logistics;

**WEEK 2**

**Wednesday**– Hawaiian genealogies and relationships to resources. Who is kalo?

**Readings-** *(Brown (2016). Facing the spears of change ; The life and legacy of John Papa I'i, p.27-29),*  
*(Oliveira (2014). Ancestral places. Understanding Kanaka geographies p. 1-5).*

**Guest presentation** –Puni Lipe Hawaiian genealogies and relationship to place.

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

**WEEK 3**

**Wednesday**- Historic perspectives on Origin and Distribution

**Readings-** (Oliveira (2014). *Ancestral places. Understanding Kanaka geographies* p. 33-45),  
(Malo (1898). *Hawaiian antiquities*. p.16-18, 52-62),  
(Handy and Handy, 1991. *Native planters*. p.46-53)  
(Onwueme I. (1999). *Taro cultivation in Asia and the Pacific*. p. 1-3)  
(Mathews P. (2010 ) *An introduction to the history of taro as a food*. p. 6-28).

**In Class** Webpage and video: <http://www.avakonohiki.org>  
Minton/Kelly video [ahupuaa-fishponds-loi](#)

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

#### WEEK 4

**Wednesday-** Productivity and the role of kalo

**Readings-** MacCaughey and Emerson, (1913). *The Kalo in Hawai'i in Hawaiian forester and Agriculture*. Vol. 10 p.187-193, 371-375),  
(Malo (1898). *Hawaiian antiquities*. p.204-209),  
(Kelly M. (1989) *Dynamics of production intensification in precontact Hawai'i*. p. 89-96, 371-375)  
(Onwueme I. (1999). *Taro Cultivation in Asia and the Pacific* p.21-43.)

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

#### WEEK 5

**Wednesday-** Restraints

**Readings -** (Nandwani D. and A. Tudela (2010). *Taro varieties in the CNMI*. p. 1-6)  
(Onwueme I. (1999). *Taro Cultivation in Asia and the Pacific*. p.43-36)  
(Kame'eleihiwa, 1992. *Native lands and foreign desires*. p. 18)

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

#### WEEK 6

**Wednesday-** Ecology

**Readings -** (Handy and Handy, 1991. *Native planters*. p. 57-66, 82)  
(EPA, 1992. *Stream ecology functions and processes*. p, 9, 41-43).  
(EPA 1995. *American Wetlands pamphlet*).

*(Tekiu, N. (1996). Tropical root and tuber crops in Western Samoa. section 2.1-2.5).*

*(Taylor, M, D. Hunter, V. Ramanatha Rao, G.V.H. Jackson, P. Sivan, L. Guarino. (2010)*

*Taro collecting and conservation in the Pacific region, p. 150-167).*

**site visit- Koa Shultz-Kako o oiwi**

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

## **WEEK 7**

**Wednesday-** Ecology, Dryland cultivation

**Readings-** *(Kelly M. (1989) Dynamics of production intensification in precontact Hawai'i. p. 96-104),*

*(Handy and Handy, (1991). Native planters p. 102-110),*

*(CTHAR, 2008. Taro mauka to makai. p. 56-64),*

*(Kamakau, 1992, The works of the people of old. p. 31-33)*

*(Tekiu, N. (1996). Tropical root and tuber crops in Western Samoa. section*

*3.1-3.6)*

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

## **WEEK 8**

**Wednesday-**ecology Loi Systems

**Readings-***(Handy and Handy, 1991. Native planters. p.88-101),*

*(CTHAR, 2008. Taro mauka to makai. p. 66-87),*

*(Kamakau, 1992, The works of the people of old. p. 33-37)*

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

**site visit- Anthony Deluze lo'i by sears**

## **WEEK 9 PAPER REVIEWS DUE**

**Wednesday-** Environmental issues

**Readings-** *(CTHAR, 2008. Taro mauka to Makai. p. 94-137.*

*(Onwueme I. (1999). Taro Cultivation in Asia and the Pacific. p. 14-18).*

**site visit- Anthony lo'i by Sears**

## **WEEK 10**

**Wednesday-** Kalo plant systematics and taxonomy

**Readings:** Whitney, Bowers, and Takahashi. (1913). *Taro varieties in Hawai'i*. Bulletin No. 84 taro varieties in Hawaii.  
MacCaughey and Emerson, (1913). *The Kalo in Hawai'i in Hawaiian forester and Agriculture*. Vol. 10 (p. 280-288, 315-323, 349-358, 371-375).

**Guest presenter-**Kamuela Yim

**WEEK 11,**

**Wednesday-** Disease and Pests

**Readings-** (CTHAR, 2008. *Taro mauka to makai*. p. 67-76)

(Tekiu, N. (1996). *Tropical root and tuber crops in Western Samoa*. section

4.1-4.5)

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

**site visit-** Kako o' oiwi

**WEEK 12,**

**Wednesday-** Water management

**Readings-**<https://youtu.be/TjYoY7cwKbU> Maui water issues

((CTHAR, 2008. *Tara mauka to makai*. p. 77-80.) (Na Wai Eha, article on water issue in Maui news paper),

(Nakuina, 1893. *Ancient Hawaiian water rights* (p.79-84)

(MacKenzie, 1991, *Native Hawaiian rights handbook*. p. 149-172).

**field trip-**Waihe'e tunnel visit

**Guest Presenter field trip-**

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

**WEEK 13,**

**Wednesday-**Ownership of kalo and patenting/GMO

**Readings** Milldrum, B. (2016). *Why saving Hawaii's taro means losing Hawaiian taro*.

(CTHAR, 2009. *CTHAR and taro. Taro research by the College of Tropical Agriculture and Human Resources*).

*Teng, P. (2008). An Asian perspective on GMO and biotechnology issues.*

**Video:** Youtube- Stop Monsanto from poisoning Hawaii. Genetic engineering chemical warfare.

**In class video In class video-**Malama Haloa, Protecting the Taro, Jerry konanui, Oiwi TV

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

**Guest presenter-**Malia Nobreiga

**WEEK 14,**

**Wednesday-** economics of harvesting/cleaning/cooking/ and uses of kalo

**Readings-** *MacCaughy and Emerson, (1913). The Kalo in Hawai'i in Hawaiian forester and Agriculture. Vol. 10 (p. 186-192, 225-231)*

*CTHAR, (2008). Taro mauka to makai p. 139-160.*

*Pacific Community (2017). Taro in Pacific cooking book, Traditional Pacific Island recipe book.*

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

**WEEK 15 Final presentations**

# ANTH 448: MICRONESIAN CULTURES (WI, HAP)

*Suzanne S. Finney, Ph.D., Lecturer*  
Email: [sfinney@hawaii.edu](mailto:sfinney@hawaii.edu)

*ONLINE Summer Session II (2019)*  
July 1 – August 9, 2019

This course explores the dozens of distinct cultures and the important historical events and changes to the “little islands” of Micronesia. Micronesian cultures are noted for careful adaptations to their physical environments, some described as “marginal.” They are renowned as navigators. They have some of the most highly developed chiefdoms and extensive empires within the Pacific. Over centuries of European and Asian presence in the region, Micronesians came into contact with whalers, traders, missionaries, colonists, and the military. Micronesia was a major arena during World War II and an important site of postwar nuclear weapons testing. Today, the region has achieved a measure of political independence. But, Micronesia’s strategic location continues to be of global interest. Life has changed significantly, yet tradition remains strong. (DS) Pre: ENG 100.

**LEARNING OBJECTIVES:** Apply Anthropology knowledge to the analysis of cultural and global issues and perspectives (ILO2, DLO4, CLO4)  
Demonstrate critical thinking by applying anthropology theories and/or methods to analyze problems in responsible ways (ILO4, DLO5, CLO5)  
Write clearly and effectively for an anthropology audience (ILO1, DLO1, CLO1)

## COURSE COMPETENCIES

Upon successful completion of this course the student should be able to:

- Gain a solid understanding of the cultural, historical and environmental background of the Micronesian Islands
- Identify the key changes and developments that have shaped contemporary cultures in Hawai’i and Micronesia since first contact with explorers, traders and missionaries from Europe and America
- Understand the applicability and importance of conducting cross-cultural research
- Express and discuss research results in writing using anthropological sources and relevant style guide

## COURSE FORMAT AND REQUIREMENTS

- Our course includes readings, video segments, online forums and one research writing assignment. Since this is a writing intensive class you will be expected to produce several drafts of your final paper, including one for review by your peers, and to review papers by your peers in the class.
- There is no course textbook, readings and videos will be listed in the schedule online and will be available in the Resources section on Lulima.



UNIVERSITY OF HAWAII - WEST O'AHU

### **WRITING INTENSIVE (WI) FOCUS**

This class is designated as a writing intensive class. As a writing intensive class you are required to write a minimum number of pages during the class, interact with the instructor and your fellow students to receive feedback on your writing, and peer review fellow students' writing. You will be expected to complete two drafts and a final version of your research paper, use a minimum of five citations which are correctly formatted using the discipline approved style guide, and contribute to a weekly forum discussion in order to successfully complete the WI focus requirements.

### **HAWAIIAN, ASIAN AND PACIFIC ISSUES (HAP) FOCUS**

This class is designated as an HAP class which requires that the content, "...should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian cultures." In order to achieve this, we will be incorporating a cross-cultural perspective to contemporary issues between Native Hawaiian and Micronesian cultures. You will also be required to write a research paper that provides a cross-cultural perspective of a topic you choose from the weekly forum topics, including climate change, family obligations and health issues.

### **GRADE CALCULATION**

Grades are determined by your performance in the forums, completion of two drafts and one final version of your paper, and peer review of two papers from your classmates.

Weekly Forums (30 x 5) =	150 points
Topic and five sources (25) =	25 points
Draft versions of final paper (25 and 50) =	75 points
Peer reviews (25 x 2) =	50 points
Final paper =	100 points
<b>TOTAL =</b>	<b>400 points</b>

Letter grades will be assigned by the percentage of points earned out of the total possible points:

A = 93-100	B = 83-86.9	C = 73-76.9	D = 63-69.9
A- = 90-92.9	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9
B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9	F = < 60

No incomplete grades will be given.

### **Assignments (ILO2, DLO2, CLO4)**

Weekly Forums (30 points/week) = Each week there will be a forum focused on a question or series of questions related to the weekly forum theme. To earn points, you will need to respond to the Forum by Wednesday of that week, then continue to check in to answer questions, comment on other submissions, or add additional comments. You may use information from the weekly readings and/or videos and your own research.

Research Paper (200 points) = The research paper will be the focus of your work in this class and is worth 50% of your overall grade. The paper should be a cross-cultural comparison of your topic between Micronesian and Hawaiian cultures so your sources should reflect information from both areas. You should choose your paper topic based on one of the five forum themes listed in the weekly schedule. Your paper should be a minimum of five (5) pages, not including your references. The reference format you will be using for this

paper is the American Anthropological Association style guide, which closely follows the *Chicago Manual of Style 16<sup>th</sup> edition*. Go to [www.americananthro.org](http://www.americananthro.org) for more information.

The research paper process is broken into four components:

1. Topic choice and list of five sources submitted to instructor for approval the first week (25 points)
2. First draft of paper submitted to instructor for review and comments the second week (25 points)
3. Second draft of paper submitted for peer review and instructor comments the third week (50 points)
4. Final paper due to instructor the fifth week (100 points)

Peer Review of Two Papers (25 points/each) = You will also be required to provide feedback and constructive critique on two papers from your fellow students. More information about this process will be available on Laulima.

### **Additional Information**

**Credit Hour Statement:** The UHWO Credit Hour Policy states that students in a 3-credit course are expected to devote a minimum of 9 hours a week (135 hours/semester) on course related work (see UHWO General Catalog). In accordance with the UHWO Credit Hour Policy, this course was reviewed to assure that the work assigned to achieve the stated student learning outcome meets the UHWO credit hour policy. To achieve adequate learning in this course, it is expected that students will need to devote a minimum of 9 hours a week attending scheduled class meetings, participating in the class, and completing assigned readings and assignments.

**Academic Honesty:** All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Copying the work of professional writers or other students and then turning it in as one's own constitutes plagiarism and are not allowed. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university. Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own.

**Learning Challenges and Accommodations:** In keeping with University policy, any student with a disability who needs academic accommodation for testing, note taking, reading, classroom seating, etc., is to call Student Services, as soon as possible, and speak with Tom Hirsbrunner, J.D.: [hirsbrun@hawaii.edu](mailto:hirsbrun@hawaii.edu)

**The No'eau Center:** The No'eau Center offers services designed to help students improve their overall academic performance. The No'eau Center offers a series of online workshops aimed towards student success. Their innovative workshops cover an array of topics, including tips for better studying, time management skills, citation styles, and scholarship and career writing (i.e., resume, cover letter, personal statements). There are several forms of distance peer-tutoring available. They offer online peer-tutoring via their online submission form or conference calling via their phone number. For more information call them at 808-689-2750 or check out their website at:

<https://www.uhwo.hawaii.edu/noeaucenter/distance-learning-resources/>

**University Statement on Non-Discrimination:** The University of Hawai'i - West O'ahu (UHWO) strives to provide an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all members in our UHWO community.

UHWO can help to provide valuable information. Examples of behavior that may be considered sex or gender-based discrimination may include, but is not limited to, the following: sexual harassment, harassment of LGBTQ students, sexual assault, stalking, and domestic and dating violence. If you or someone you know is experiencing sex or gender-based discrimination, or if you have any questions regarding UHWO's process or policies, please feel free



to contact the UHWO Title IX Coordinator via email at: [uhwot9c@hawaii.edu](mailto:uhwot9c@hawaii.edu), or you can visit the UHWO Title IX website for more information at: <http://www.uhwo.hawaii.edu/about-us/university-policies/title-ix/>

**UHWO Student Code of Conduct:** UHWO supports a positive educational environment that will benefit student success. In order to ensure this vision, UHWO has established the UHWO Student Code of Conduct to ensure the protection of student rights and the health and safety of the UHWO community, as well as to support the efficient operation of all UHWO programs. All currently enrolled students at UHWO are required to abide by UHWO's Student Code of Conduct. A copy of the most current Student Code can be found on UHWO's website at: <http://www.uhwo.hawaii.edu/campus-life/student-affairs/student-policies/#studentconductcode>.

**Turnitin Policy:** UH West O'ahu has a license agreement with iParadigms, LLC for the use of their plagiarism prevention and detection service popularly known as Turnitin. Faculty may use Turnitin when reading and grading your assignments. By taking a course where Turnitin is used, you agree that your assigned work may be submitted to and screened by Turnitin. Turnitin rates works on originality based on exhaustive searches of billions of pages from both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals. Turnitin does not make a determination if plagiarism takes place. It makes an assessment of the submission's originality and reports that to the course instructor. These Originality Reports are tools to help your teacher locate potential sources of plagiarism in submitted papers. All papers submitted to Turnitin become part of Turnitin's reference database solely for the purpose of detecting plagiarism. Use of Turnitin is subject to the Usage Policy as posted on the Turnitin.com website.

## WEEKLY SCHEDULE

WEEK ONE (July 1-7)

The physical environment of Micronesia  
Defining Micronesia (cultural and historical background)  
FORUM THEME: Cultural responses to climate change in Hawai'i and Micronesia  
DUE: Topic and list of five sources (7/7)

WEEK TWO (July 8-14)

Political organization  
Impact of colonialism on contemporary societies  
FORUM THEME: Cultural responses to colonialism and conflict resolution in Hawai'i and Micronesia  
DUE: First draft of paper (7/14)

WEEK THREE (July 15-21)

Social organization, kinship and adoption  
The significance of gender  
FORUM THEME: Cultural responses to contemporary family obligations and relationships in Hawai'i and Micronesia  
DUE: Second draft of paper (Peer Review) (7/21)

WEEK FOUR (July 22-28)

Foreign contact (explorers, whalers, traders, missionaries)  
World War II  
Nuclear Weapons testing  
FORUM THEME: Cultural responses and activism to health issues affecting Hawaiians and Micronesians  
DUE: Peer Review of two papers must be completed by 7/28

WEEK FIVE (July 29-August 4)

NCDs and other health issues  
Micronesian diaspora and identity  
FORUM THEME: Cultural responses to understanding identity amongst Hawaiian and Micronesians in contemporary societies

FINAL WEEK (August 5-9)

Final paper due, Friday, August 9th

**IMPORTANT DEADLINES TO KEEP IN MIND FOR SUMMER SESSION II**

<i>Day</i>	<i>Event</i>
<b>July 1</b>	<i>First day of instruction</i>
<b>July 3</b>	<i>Last day to add or register and change grading option Last day to drop with 100% refund, no "W" grade</i>
<b>July 4</b>	<i>Holiday: Independence Day</i>
<b>July 8</b>	<i>Last day to drop with 50% refund, no "W" grade</i>
<b>July 24</b>	<i>Last day to withdraw with no refund and a "W" grade</i>
<b>August 9</b>	<i>Last day of instruction</i>
<b>August 14</b>	<i>Summer Session II grades available on STAR by noon</i>

DRAFT

ANTH 448 READINGS LIST

Agarwal, Rachana

2017 Agency and Selfhood Among Young Palauan Returnees. *In* *Mobilities of Return: Pacific Perspectives*.

Arthur, Linda B.

1998 [2015] Hawaiian Women and Dress: The *Holoku* as an Expression of Ethnicity. *Fashion Theory* 2(3): 269-286

Barney, Liz

2017 Hawaii's Largest Homeless Camp: Rock Bottom or a Model Refuge? *The Guardian* (June 22, 2017).

Basham, Leilani

2014 Ka l'a Hali a ka Makani: Hawaiian Historical and Cultural Knowledge of Honouliuli. *In* *Breaking the Silence: Lessons of Democracy and Social Justice from the WWII Honouliuli Internment and POW Camp in Hawai'i*.

Berman, Elise

2014 Holding On: Adoption, Kinship Tensions, and Pregnancy in the Marshall Islands. *American Anthropologist* 116(3): 578-590.

Cruz, Lynette Hi'ilani

2015 Head Candy/Gut Connection: How Reenacting a Historic Event Changes the Present in Hawai'i. *In* *At Home and in the Field: Ethnographic Encounters in Asia and the Pacific Islands*.

Diettrich, Brian

2017 Chanting Diplomacy: Music, Conflict, and Social Cohesion in Micronesia. *In* *A Distinctive Voice in the Antipodes: Essays in Honour of Stephen A. Wild*.

Falgout, Suzanne

2014 Honouliuli's POWs: Making Connections, Generating Changes. *In* *Breaking the Silence: Lessons of Democracy and Social Justice from the WWII Honouliuli Internment and POW Camp in Hawai'i*.

Hanlon, David

1994 Patterns of Colonial Rule in Micronesia. *In* K.R. Howe, Robert Kiste, and Brij Lal. *Tides of History: The Pacific Islands in Twentieth Century History*. Honolulu: University of Hawai'i Press.

Hezel, Francis X., S.J.

2001 Chapter 3. Gender Roles. *The New Shape of Old Island Cultures*. Honolulu: University of Hawai'i Press.

Jitnel-Kijiner

2013 Lessons from Hawaii. YouTube Video.

Kihleng, Emelihter

2008b No Post in Colonialism at COM. *In* *My Uhrohs*. Honolulu: Kahuaomanoa Press (University of Hawai'i Press).

Kiste, Robert

1994 United States. *In* K.R. Howe, Robert Kiste, and Brij Lal. *Tides of History: The Pacific Islands in Twentieth Century History*. Honolulu: University of Hawai'i Press.

McDougall, Brandy Nalani

2014 The Second Gift. *The Value of Hawai'i 2: Ancestral Roots, Oceanic Visions*. Ed. Aiko Yamashiro and Noelani Goodyear-Ka'opua. Honolulu: University of Hawai'i Press.

Metzgar, Eric.

1988 Lamotrek. Triton Films. Eric Metzgar in association with the people of Lamotrek Atoll, Yap State, Federated States of Micronesia.

Micronesian Seminar

1995 *A Woman's Work Never Ends. Island Topics Series, #44.*

1995 Voices of Pohnpei, Parts I and II. *Island Topics Series, #3-4.* (Legends and archaeology presented by indigenous Pohnpeian historic preservation officers—Miguel Marquez, Emensio Eperiam, and Rufino Mauricio.)

1995 *Women's Changing Roles. Island Topics Series, #2.*

Perez, Craig Santos

Teaiwa, Teresia

2000 *Mixed Blood.* In Robert Borofsky, ed. *Remembrance of Pacific Pasts.* Honolulu: University of Hawai'i Press.

Tengan, Ty P. Kawika

2015 *Embattled Stories of Occupied Hawai'i.* In *At Home and in the Field: Ethnographic Encounters in Asia and the Pacific Islands.*

Thomas, William L.

1968 *The Pacific Basin: An Introduction.* In *Peoples and Cultures of the Pacific.* Edited by Andrew P. Vayda. New York: Natural History Press.

Thompson, Nainoa

2009 *Nainoa Thompson Speaks of All Mau Pailug Has Done for Hawaii.* YouTube September 21, 2009.

Torrice, Andrew

2012 *Rising Waters: Global Warming and the Fate of the Pacific Islands.* Torrice Productions in Association with the Independent Television Service and Pacific Islanders in Communications

Trask, Haunani-Kay

1999 *Colonization. Light in the Crevice Never Seen.* Revised edition. St. Paul: Calyx Books.

1999 *Chant of Lamentation. Light in the Crevice Never Seen.* Revised edition. St. Paul: Calyx Books.

Yuen, Noelle Y.C., L. Nahulu, E. Hishinuma, R. Miyamoto

2000 *Cultural Identification and Attempted Suicide in Native Hawaiian Adolescents.* *Journal of the American Academy of Child & Adolescent Psychiatry* 39(3): 360-367.

**UNIVERSITY OF HAWAII-WEST OAHU**  
**FALL 2018**  
**GEOG/HPST 365: GEOGRAPHY OF THE PACIFIC**  
**T & TH: 11:00-12:20 P.M.**  
**ROOM: D-150**

**INSTRUCTOR:** Dr Sa'ili Lilomaiava-Doktor

Office: CL, D-211

TEL: 689-2355

Email: [sailiema@hawaii.edu](mailto:sailiema@hawaii.edu)

Office hours: Tues and Thur: 9:30-10:30 a.m. and by Appointment

Course Website: See Lulima

**COURSE DESCRIPTION**

In this course, we will study the geography of the Pacific Islands or Oceania—a geographic realm that encompasses the regions of Melanesia, Micronesia, and Polynesia. Hawai'i is an integral part being strategically located at the crossroads of cultural, social, economic, and political exchanges between the East and West and its Pacific Island neighbors. The course takes a global and topical approach: these include environmental, historic, economic, social, and political issues and are explored primarily from a geographic perspective. The course is divided into three segments. First, we discuss the physical geography of the islands of the region, second we focus on its human geography, and third we examine the causes of transformation of the landscapes of the region and contemporary processes and debates about environmental alterations, economic development, cultural identities, and globalization. We take a critical look at issues affecting Oceania and stress the importance of understanding the diversity of Hawaiian and Pacific Island environments and peoples. This course also fulfills the HAP focus requirement.

**TEXTS AND RECOMMENDED READINGS**

Readings for each week are posted on Lulima, supplementary readings maybe given in class during the semester. To reference our discussions and readings against a general geography of the Pacific please see a book by Rapaport called *Pacific Islands Environment and Society* (2013) Moshe Rapaport Revised Edition, University of Hawaii Press. Teaching Oceania Series Volume 3 Health and Environment in the Pacific, University of Hawaii Manoa Scholar Space under Center for Pacific Islands Community link <http://hdl.handle.net/10125/46004>

**STUDENT LEARNING OUTCOMES (SLOs)**

Upon completion of this course, students should be able to

1. Demonstrate knowledge of basic principles of geography understanding the historical, social, and environmental processes shaping the Pacific cultural regions (CLO-1, DLO-1-2, ILO-1)
2. Analyze issues from multicultural perspectives and to articulate an understanding of the interconnectedness of local and global issues (CLO-2, DLO-2, ILO-2)

3. Demonstrate knowledge of indigenous Hawaiian and Pacific worldviews drawing on information from Pacific ethnographies in anthropology, history, geography, sociology, and literary texts (CLO-2, DLO 4, ILO 4)
4. Demonstrate an in-depth knowledge of specific aspects of the cultures of the Hawaiian people and/or the cultures of Pacific Islanders such as culture, geography, and issues such as development, tourism, and globalization (CLO 3, DLO 5, ILO 4)

## **COURSE STRUCTURE, APPROACH, AND EXPECTATIONS**

Class meetings will consist primarily of discussions based on the assigned readings and viewings for a given week. The readings will include works that address broader theoretical and methodological issues as well as specific studies from Oceania. Course grade is determined by the results of two exams (not cumulative), a book review, one group talanoa (reaction/dialogue paper), Readings groups, Map Quiz, Fact Sheet, Fieldtrip UHWO Garden, Attendance and Participation, and News Items from the Pacific based on cultural region groupings of (Melanesia, Micronesia, and Polynesia). There will be occasional guest lectures from scholars in the region. The exams are based on the lectures, assigned readings, film/video and current events.

### **Laulima and Classroom**

This course will make regular use of Laulima for postings of assignments and announcements. It is your responsibility to make sure that your Laulima account is active and to visit the Laulima course website *regularly*. I have posted a variety of research resources on our Laulima page under Course Materials> Resources> Lectures>. All key assignments and requirements: Group Talanoa, Book review, Fact sheet, or Weekly homework will be added to the "Assignments" page where you will attach these by the due date. **Please bring a hardcopy of every assignment submitted to me in class on the day it is due.**

### **Late Assignments**

There are penalties for late submission up to two days of -3 points from the total points each day it is late. All of your grades will be posted on the "Gradebook" page. Late assignment will not be accepted after 3 days. All papers and homework assignments should be typed and double-spaced unless specified.

### **Approach**

In this class, we will use a Pacific learning format/approach known as talanoa (kin members can sit and have a dialogue). In this format, all students are considered a member of a classroom ohana, kainga, 'aiga (classroom-kin). Moreover, we see ourselves as paddlers in a canoe or wa'a where values of cooperation, patience, respect, and obligation to the work that we do are upheld. Students are expected to participate in communal learning and to engage one another in respectful dialogues. Students will be graded on their ability to participate in this learning format. As members of the classroom ohana, all students are required to fulfill their kuleana (responsibilities), come to each class fully prepared to discuss the readings and take an active role in class activities. Class members are encouraged to draw from their "local and situated knowledge" (knowledge derived from their lived experiences) to enrich class dialogues.

Remember that valuable knowledge exists outside of written texts. Your attendance and participation grade is assessed in using these aspects of the course and your participation in them.

### Evaluation and Grading

Assignment	Points	Weight %
Reading Groups	5 x @ 20 points	100
Talanoa Paper Presentation	50	10
Book Review	50	10
Fact sheet of Oceania	50	10
Midterm Exam	200	20
Final Exam	200	20
UHWO Garden Work Series	30	5
News Items 5x & Map Quiz	70	5
Attendance and Participation	100	10
<b>TOTAL</b>	<b>850 points</b>	<b>100</b>

### Grading Scale

	87-89.9%=B+	77-79.9%=C+	67-69.9%=D+	
93-100%=A	83-86.9%=B	73-76.9%=C	63-66.9%=D	59% and below=F
90-92.9%=A-	80-82.9%=B-	70-72.9%=C-	60-62.9%=D-	

## COURSE REQUIREMENTS and ASSIGNMENTS

### 1. Reading Groups (SLO- 2, 3, 4)

During the course of the semester, you will be meeting in Reading Groups (see the Weekly Schedule for dates). These groups will be structured to encourage your critical engagement with the readings, while also creating an environment in which you can “workshop” your ideas and reactions with a few of your classmates. Reading Groups will always be held on the last Thursday of a particular section of the course these are Weeks 5, 7, 10, 12 and 14. As the readings will be the focal point of discussions, you must have the readings complete **before** coming to class that day. To ensure that you can contribute to your group, you will each be assigned rotating tasks that should be prepared **before** class. These tasks will include:

1. Pointer – you will be in charge of identifying the main points of the article(s).
2. Examiner – you will be in charge of thinking of how the main points may be challenged.
3. Connector – you will be in charge of finding connections between the readings and the key concepts for that section of the course.
4. Questioner – you will be in charge of coming up with discussion questions for your group.
5. Recorder – you will be in charge of taking notes on what has been discussed on a Reading Group worksheet that will be collected at the end of class.

HPST/GEOG 365 will guide you in a system of reading, analyzing, questioning and writing that may help you in the rest of your academic career. These groups will also give you a bit of help as you work towards your Talanoa Group Response/Dialogue

presentation sometime during the semester. Therefore, use your group as an opportunity to ask questions, to share ideas, and to even express frustration and/or confusion as you work through the content together. A more detailed explanation of these groups will be posted on Lulima. We will also discuss these groups at length in class before the first scheduled group meeting.

The Reading Group also gives you the chance to learn from (and with) each other (rather than just from the professor). Often the most transformative discoveries come when students are given the space to consider the course materials and what they mean for themselves and their lives. Thus, as a group, you will be able to direct your discussion and to then share your thoughts with the rest of the class.

## **2. Talanoa-Lead Discussion (SLO-1, 2, 3, 4)**

From the same Reading Groups, each group will lead class discussion regarding course readings **one** time throughout the semester. Your group will select one article from weeks 6, 8, 11, 13, and 15 for your talanoa response paper on a first come first serve basis. In order to prepare to lead discussion, your group will write a 3-page reaction to reading, **HIGHLIGHTING KEY IDEAS/CONCEPTS** as they are related to what we discuss in lectures, asking questions, and including critical reaction and response to a reading. Your paper must clearly show a critical engagement of the course readings. The Talanoa group's paper, hard copy is due in class on the same day your group does the presentation. You also must post the paper on the "assignments" page on Lulima. Each group will do their Talanoa Presentation for 15 minutes only. I facilitate the flow as well as explain concepts and direct discussion to achieve maximum benefit for the class.

## **3. Map Quiz (SLO-1)**

There will be a map quiz based on the maps of the Pacific Islands given in class. A blank practice map will be given prior to MQ.

## **4. News Items @ three Weeks 5x (SLO 1, 2)**

News items are collected from selected groups based on the cultural regions of Melanesia, Micronesia or Polynesia. For the News Items, the group who will bring the news item will briefly share in class its significance as it relates to the Pacific Islands region.

## **5. Fact Sheet of Oceania (SLO 1, 2)**

Students are required to provide factual information on all the island entities. These include population, capital, political status, head of government, and cultural region.

## **6. Exams (SLO 1-5)**

The exams are based on the lectures, assigned readings, film/video and current events, everything we cover in class before the exam. And it includes multiple choices and essay questions.

## **7. Fieldtrips to UHWO Organic Garden (SLO 2,3)**

Connecting theory and what is learned in the classroom to the real world is important pedagogy in Hawaiian-Pacific Studies, so a hands-on approach is key to this course. Therefore we will spend one of the Saturdays of the semester doing service learning



working in our student's garden. We will help weed, make mulch, plant and prune trees. There will be a handout for you to bring with you to take notes. We will share thoughts and reflections on your experience when we meet in class the following week.

### **8. Book Review (SLO 2,3,4,5)**

Students are required to submit a book review according to the following schedule:

#### **Book Review Requirements**

Review should be 5-typed, double-spaced pages. Each review must include four items:

- 1) An indication of the author's background;
- 2) A discussion of the author's intent or purpose in producing the work;
- 3) A capsule summary of the contents of the book;
- 4) Your thoughtful response or reaction to the work, and your assessment of its significance for understanding the Pacific region including Hawaii. **The last part is the most important.** Reviews can be organized around these four themes, which may be used as sub-divisions within the written text of the review.

#### **Choose one book from the selections below: Book Review due Thursday NOV 1.**

1. Carlos Andrade 2008 *Ha'ena Through the Eyes of the Ancestors*. University of Hawaii Press or
2. Epli Hauofa 2008 *We are the Ocean, Selected Works*. University of Hawaii Press, or
3. Cathy Small 2011 *Voyages: From Tongan Villages to American Suburbs*. Cornell University Press, or
4. Sasha Davis 2015. *The Empires' Edge, Militarization, Resistance, and Transcending Hegemony in the Pacific*. University of Georgia Press, Athens or
5. Katerina Teaiwa 2015. *Consuming Ocean Island: Stories of People and Phosphate from Banaba*. Indiana University Press, Bloomington or
6. Kamanamaikalani Beamer 2014 *No Makou Ka Mana Liberating the Nation*. Kamehameha Publishing. Honolulu

### **9. Attendance and Participation**

Regular attendance and commitment are needed to make this a successful semester. A sign up attendance sheet will be distributed in the beginning of class. Timely submission of assignments and contributing to class discussions are part of the grade. I use Reading groups focus questions as a means to make sure students are on the same page about the themes of each week. Class discussions will also involve individual students to respond to focus questions as we go along.

#### **UHWO Credit hours (in-person statement):**

The UHWO Credit Hour Policy states that students in a 3-credit course are expected to devote a minimum of 9-hours a week (135 hours/semester) on course related work (see UHWO General Catalog). The work assigned in this course meets the stated student learning outcomes in the UHWO Credit Hour Policy. To achieve adequate learning in this course, it is expected that students will need to devote a minimum of 9 hours a week attending scheduled class meetings, completing assigned readings, working on the study questions, researching and writing the reaction papers, and studying for scheduled exams and quizzes.

## Access

If you are a student with a documented disability and have not done so already, contact

	<b>Schedule of Classes Aug-Dec 2018</b>	
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Tom Hirsbrunner, ADA/504 Coordinator, at 689-2935 or [hirsbrun@hawaii.edu](mailto:hirsbrun@hawaii.edu) to arrange for any accommodations you may need. You may also contact me to discuss your needs further.

## Academic Honesty—Acknowledging Sources and Plagiarism

Students writing a term paper, take-home exam, or book review are sometimes tempted to borrow facts, ideas, or phrases from other writers. This is especially the case now that the Internet allows almost instant access to huge amounts of material. It is perfectly acceptable to use and learn from other peoples' work, provided that you acknowledge sources fully and appropriately.

You are responsible for knowing the University of Hawai'i policy on academic dishonesty. Please read it carefully. Here's a quote from the university web page on student conduct (<http://www.uhwo.hawaii.edu/campus-life/student-affairs/student-policies/#stduentcodeconduct>):

“Cheating includes, but is not limited to, giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; using inappropriate or unallowable sources of information during an examination; falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting the facts in order to obtain exemptions from course requirements.”

“Plagiarism includes, but is not limited to, submitting in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that portion to the individual; neglecting to identify as a quotation, another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved.”

## Noe'au Center and Learning Resources, Academic Support

At UHWO we have a great resource for questions about papers, how to cite, editing and also for math. Do not hesitate to use the Noe'au Learning Center when you have questions. Testing and ADA accommodations are available. I do give extra credit for those who attend the workshops by Noe'au Center. The tutors take attendance and she/he lets me know who attends in my classes. Contact info Library B203, tel 689-2750. Visit also [www.tinyurl.com/noeaucenter](http://www.tinyurl.com/noeaucenter)

Week and Topic(s)	Readings, Films, Activities	Assignments & Reminders
<p><b>Week 1 Aug 21 and 23</b></p> <p><b>Pacific Islands Geographies</b></p>	<p><b>Introduction- <i>Geography of the Pacific</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Skill building #1</i></b></li> <li>• <b><i>What is geography and what is its spatial perspective? Explain</i></b></li> <li>• </li> <li>• <b><i>Skill building #2</i></b></li> <li>• <b><i>Map Interpretation and basic skills: concepts important to geographic understanding: site, situation, location, region, absolute and relative location.</i></b></li> <li>• <b><i>What are the three regions that constitute the Pacific or Oceania? Reading and watching for Main idea</i></b></li> <li>• <b><i>Who coined these terms?</i></b></li> <li>• <b><i>What are the islands that constitute each region</i></b></li> </ul> <p><b>Read:</b> For week 1 and 2 Curtis Manchester 1951 “The Exploration and Mapping of the Pacific” in <i>Geography of the Pacific</i> edited by Otis W Freeman, John Wiley and Sons</p>	<p><b>Activity: Monday</b></p> <ul style="list-style-type: none"> <li>• Draw a mental map of the Pacific.</li> <li>• Biographic Interview in class</li> </ul> <p><b>Maps of the Pacific</b></p> <p><b>Intro lecture of the Pacific Realm</b></p>
<p><b>Week 2 Aug 28 and 30</b></p> <p><b><i>Knowing of the Pacific Islands or Oceania?</i></b></p>	<p><b>Lecture 2 <i>Knowing of the Pacific Islands</i></b></p> <p><b>Read:</b> Howe, K.R. 2000 Chapters 1 Intro and Nature as Culture. In <i>Nature, Culture, and History: The “Knowing” of Oceania</i> Honolulu, University of Hawaii Press</p> <p><b>Read:</b> Hereniko, Vilsoni 2000 Academic Imperialism. In <i>Remembrance of Pacific Pasts</i> (edited) R, Borosfsky, University of Hawaii Press</p> <p><b>Read:</b> Epeli Hauofa 2008 “Anthropology and Pacific Islanders” in <i>We Are the Ocean: Selected Works Paper</i>. University of Hawaii Press</p>	<p><b>Discuss the Talanoa and Reading group work. Groups assigned by this week</b></p>

<p><b>Week 3 Sept 4 and 6</b></p> <p><b>Physical Geography &amp; Natural Disasters</b></p>	<p><b>Lecture 3 Physical Geography</b></p> <ul style="list-style-type: none"> <li>• <i>The unique geography of the Islands: types of islands—continental, high, low, raised atoll, atoll and their unique physical features and limitations.</i></li> <li>• <i>How do Pacific societies adapt to their environments? Our collective responsibility to land and people as resources.</i></li> <li>• <i>Marine geography, maritime boundary, EEZ:</i></li> <li>• <i>Opportunities and Challenges for the Pacific Islands?</i></li> </ul> <p><b>Read:</b> Morgan, J 1996 Chapters 1, 2, 3 pp: 1-13 in <i>Hawaii: A Unique Geography</i>. Bess Press Hawaii</p> <p><b>Read:</b> Fryer, G. and Patricia “Geology” in <i>The Pacific Islands: environment and society</i>. Pg. 33-42</p> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Four Kinds of Coral Reef Youtube</li> <li>• Meet the Volcanoes NOVA PBS</li> <li>• Hawaii Volcano Eruption Update Aug 3, 2018 Youtube</li> </ul>	<p><b>News Items due</b></p>
<p><b>Week 4 Sept 11 and 13</b></p> <p><b>Biogeography &amp; Living Environment</b></p>	<p><b>Lecture 4 Biogeography, Geomorphology cont'd</b></p> <p><b>Read:</b> Carving Out Radio 2003 Program 1” People of the Sea” <a href="http://www.abc.net.au/ra/carvingout/radio/">http://www.abc.net.au/ra/carvingout/radio/</a></p> <p><b>Read:</b> Teaching Oceania Series Vol 3 Health and Environment in the Pacific.pdf on internet in University of Hawaii Scholar Space. Center for Pacific Islands Studies Community <a href="http://hdl.handle.net/10125/46004">http://hdl.handle.net/10125/46004</a></p>	<p><b>MAP QUIZ 13<sup>TH</sup></b></p> <p><b>Reading Groups</b></p>
<p><b>Week 5 Sept 18 and 20</b></p> <p><b>Postcolonial States and Change I</b></p>	<p><b>Lecture 5 Postcolonial Changes</b></p> <ul style="list-style-type: none"> <li>• <i>How Islands and Islanders adapt? Coping strategies in a modern world e.g. Fiji, Guam, Niue, Solomon Islands, Samoa, Tonga, Hawai'i</i></li> </ul> <p><b>Read:</b> What is the Pacific Way? 1980 by Ron</p>	<p><b>Reading Groups September 20<sup>th</sup></b></p> <p><b>Online film Pacific</b></p>

	<p>Crocombe</p> <p><b>Read:</b> Petaia, Nuufou 1994 Incorporating Traditional Knowledge in Development Activities: Western Samoa, <i>Science of Pacific Island People: Land use and Agriculture</i> Vol 2, 2:173-89 9pages</p> <p><b>Read:</b> Alyssa Navares In Wai we Trust. Written for Mana Magazine 2014: 26-34</p>	<p><b>Way 7204</b>  <a href="https://uhwestoahu.lib.hawaii.edu/vwebv/holdingsInfo?bibId=597739">https://uhwestoahu.lib.hawaii.edu/vwebv/holdingsInfo?bibId=597739</a></p>
<p><b>Week 6 Sept 25 and 27</b></p> <p><b>Postcolonial States and Change II</b></p>	<p><b>Lecture 6 Postcolonial Change and Continuity</b></p> <p><b>Read:</b> Diane Ragone “Tree of Plenty, Breadfruit” as told by Julia Steele Hana Hou Magazine Vol 12, 4 September 2009: 49-61</p> <p><b>Read:</b> Roland Gilmore “The Kapa Makers: Rediscovering an Island Art” Hana Hou Magazine Vol 12, 4 February, 2009</p> <p><b>Read:</b> The Ti of Life, Hawaii’s most sacred and most useful plant. Hana Hou Magazine 2012: 71-82 Story by Samson Reiny, photos by Dana Edmunds</p> <p><b>Read:</b> Maile Following the Vine. Hana Hou Magazine 2018: 63-71. Story by Katie Yamanaka, photos by Josh McCullough</p>	<p><b>News Items due</b></p> <p><b>Fact Sheet Due 9/27</b></p>
<p><b>Week 7 Oct 2 and 4</b></p> <p><b>Climate Change and Rising Sea Levels</b></p>	<p><b>Lecture 7 Climate Change and the Pacific</b></p> <p><i>Legacy of Colonialism: Pacific Islands as nuclear and military playground e.g. Micronesia</i>  <i>Climate change and consequences e.g. Micronesia</i></p> <p><b>Read:</b> Tui Atua Tupua Tamasese Taisi Efi 2009 “Climate Change and the Perspective of the Fish” Speech for the <i>Stars of Oceania Summit</i>, University of Hawaii</p> <p><b>Read:</b> Leslie Allen 2004 “Will Tuvalu Disappear Beneath the Sea?” <i>Smithsonian</i> Vol 55 (5): 45-522</p> <p><b>Watch:</b> YouTube, Kiribati the Frontline of</p>	<p><b>Island Soldier Film, Nathan Fitch 2017 6pm</b></p> <p><b>Reading Groups Oct 4<sup>th</sup></b></p>

	Climate Change OR Video Rising Waters QZ21	
<b>Week 8 Oct 9 and 11</b>  <b>Economic and Development Geography</b>  <b>Example of Natural Resources</b>	<p><b>Lecture 8 Mining and Natural Resources of Melanesia</b></p> <p>Case studies from Solomon Is, Papua New Guinea, and New Caledonia</p> <p><b>Read:</b> Konai Helu Thaman 1992 A Conversation about Development, Paper Presented at Massey University, New Zealand on Development: Lessons from Asia and the Pacific Islands: 1-10 pages</p> <p><b>Read:</b> Dan Jorgensen 2006 Hinterland History: Ok Tedi Mine and its Cultural Consequences in Telefomin, <i>The Contemporary Pacific</i> Vol 18, no. 3: 233-263</p> <p><b>Read:</b> Kai Lavu 2007 Porgera Joint Venture's Presence in the Southern Highlands Province. In <i>Conflict and Resource Management: Southern Highlands of Papua New Guinea</i> (eds) Nicole Haley and Ronald May. ANU E-Press. <a href="http://press.anu.edu?p=96761">http://press.anu.edu?p=96761</a></p> <p>Extent of Logging Trading and Illegal Practices read url site and info: <a href="https://www.globalwitness.org/en/campaigns/forests/stained-trade/">https://www.globalwitness.org/en/campaigns/forests/stained-trade/</a></p> <p><b>Watch:</b> Mountain Porgera V 11823</p>	<b>Watch:</b> Mountain Porgera V 11823
<b>Week 9 Oct 16 and 18</b>  <b>Geography of Nickel</b> <b>Nickel mineral</b>	<p><b>Lecture 9 Natural Resources and Development</b></p> <p><b>Kanak and Self Determination</b></p> <p>Case of New Caledonia</p> <p>Watch (Overseas Country of France) awaits decolonization, and Goro Nickle plant youtube</p> <p><b>Watch:</b> Paradise in Pain on line, <b>Read:</b> <a href="http://www.radionz.co.nz/international/pacifi">http://www.radionz.co.nz/international/pacifi</a></p>	<b>News Items due</b>  <b>Midterm Exam 1</b> <b>10/18 Thursday</b>

	<a href="http://c-news/220023/new-caledonia-weighs-up-impact-of-nickel-mining">c-news/220023/new-caledonia-weighs-up-impact-of-nickel-mining</a>	
<p><b>Week 10 Oct 23 and 25</b>  <b>Economic and Development Geography</b></p> <p><b>Example of Migration</b></p>	<p><b>Lecture 10 Migration and Development</b></p> <p>Case studies from Samoa, Tonga, Hawaii, Cook Is, Tokelau, and Niue.  Theories of Migration and Development</p> <p><b>Read:</b>  Bertram, G. and R. F. Watters  1985 "The MIRAB Economy in the South Pacific Microstates" <i>Pacific Viewpoint</i>, Vol 26: 497-519. 12 pages</p> <p><b>Read:</b> Cathy Small  2011 The Meanings of Tongan Migration, Chapter 11 in <i>Voyages</i>: 186-205</p> <p><b>Watch:</b> Children of the Migration</p>	<p><b>Reading groups on Thursday Oct 25<sup>th</sup></b></p> <p><b>Watch:</b> Children of the Migration</p>
<p><b>Week 11 Oct 30 and Nov 1</b></p> <p><b>Migration Cultural, Economic and Political Impacts</b></p>	<p><b>Lecture 11 Population Movement and Development</b></p> <p><b>Read:</b> Ping-Ann Addo 2009 Forms of Transnationalism, Forms of Tradition: Cloth and Cash as Ritual Exchange Valuables in Tongan Diaspora. In <i>Migration and Transnationalism: Pacific Perspectives</i> edited by Helen Lee and Steven Francis ANU-E Press</p> <p><b>Read:</b> Lilomaiva-Doktor, S. 2009 Samoan Transnationalism: Cultivating Home and Reach. In <i>Migration and Transnationalism: Pacific Perspectives</i> edited by Helen Lee and Steven Francis ANU-E Press</p> <p><b>Watch:</b> Lessons from Hawaii - about Micronesians, YouTube Kathy Jetnil Kijiner  <b>Watch:</b> O Tamaiti V16410, electronic resource</p>	<p><b>Book Review Due 11/1</b></p>
<p><b>Week 12 Nov 6 and 8</b></p> <p><b>Search for Development: Tourism</b></p>	<p><b>Lecture 12 Tourism and Development</b></p> <p>Focus Qs: <i>Development and Tourism: friend or foe? What do these concepts mean?</i></p>	<p><b>News Items due</b></p> <p><b>Reading groups on Thursday Nov 8<sup>th</sup></b></p>

	<p><b>Read:</b> Haunani-Kay Trask 1993 “Lovely Hula Hands Corporate Tourism and the Prostitution of Hawaiian Culture”. In <i>From a Native Daughter</i> Maine: University of Hawaii Press</p> <p><b>Read:</b> Langi, Kavaliku 1994 Culture and Sustainable Development in the Pacific, 22-31</p> <p><b>Read:</b> Lisa Kahaleole Hall 2005 Hawaiian at Heart and Other Fictions, <i>The Contemporary Pacific</i> Vol 17, no 2. pp: 404-413</p>	
<p><b>Week 13 Nov 13 and 15</b></p> <p><b>Alternative Tourism? Indigenous Tourism</b></p>	<p><b>Lecture 13 Tourism and Alternates</b></p> <ul style="list-style-type: none"> <li>• <i>Eco-tourism and Sustainable development as concepts?</i></li> <li>• <i>Are these concepts the same or different? We will look at how they are used in development literature.</i></li> </ul> <p><b>Read:</b> Konai Helu Thaman 1997 “Beyond Hula, Hotels, and Handicrafts: A Pacific Islander Perspective of Tourism Development” <i>The Contemporary Pacific</i> Vol pp: 104-111</p> <hr/> <p><b>Read:</b> Adria Hamada 2008 The Army Learns to Luau: Imperial Hospitality and Military Photography in Hawaii, <i>The Contemporary Pacific</i> Vol 20, no. 2: 329-361</p> <hr/> <p><b>Read:</b> Regina Scheyvens 2005 “Beach Fale Tourism in Samoa” Center for Indigenous Governance and Development Working Paper No. 3</p>	<p><b>Watch: South Kona Hema</b></p>
<p><b>Week 14 Nov 20 Globalization</b></p>	<p><b>Lecture 14 Globalization and the Pacific</b></p> <p><b>NO CLASS ON Thursday 22 THANKSGIVING</b></p> <ul style="list-style-type: none"> <li>• <i>What is globalization? Pros and Cons?</i></li> </ul>	<p><b>Reading groups Nov 20<sup>th</sup></b></p> <p><b>Watch: video</b></p>



	<p><i>What's in it for us?</i></p> <ul style="list-style-type: none"> <li>• <i>Is it another form of capitalism, and western imperialism?</i></li> </ul> <p><b>Read:</b> Betsy Taylor and Dave Tilford 2000 “Why Consumption Matters” in <i>Consumer Society Reader</i> edited by Juliet Schor, and Douglas Holt: 463-485. The New Press, New York</p> <p><b>Read:</b> Stop Globalization Pacific Islands want to get Off. PI report</p> <p><b>Watch:</b> video Globalization winners and losers Skill building—noting down key ideas of film</p>	<p>Globalization winners and losers</p> <hr/>
<p><b>Week 15 Nov 27 and 29</b></p> <p><b>Impacts of Globalization—Health, and Environment</b></p>	<p><b>Lecture 15 Globalization and Environment</b></p> <p><b>Read:</b> Carving Out Radio 2004 “A Healthy Outlook”</p> <p><b>Read:</b> Chris Peteru 2004 Trashing the Pacific, <i>Pacific Ecologist Magazine</i> Spring 2004 4 pages</p> <p><b>Watch:</b> Modern Meat Video 20135 see and watch link below to more information on this Frontline Episode PBS:</p> <hr/> <p><a href="http://www.pbs.org/wgbh/pages/frontline/shows/meat/">http://www.pbs.org/wgbh/pages/frontline/shows/meat/</a></p> <hr/>	<p><b>News Items due</b></p>
<p><b>Week 16 Dec 4</b></p>	<p>Final Exams Week</p>	<p><b>Tuesday Dec 4</b> Final Exam 2 hours. eCafe evaluations.</p>

## SCFS 415 : Hawaiian Taro Production

### University of Hawai'i, West Oahu Course Syllabus: Fall 2019 (subject to change)

**Professor:**

Daniel Lipe, Ph.D., Junior Specialist of Sustainable Community Food Systems

E-mail: [Lipe@hawaii.edu](mailto:Lipe@hawaii.edu)

Class period: TBD

Office: UHWO D-128

Office hours: Wednesday 1:00-2:00 pm Thursday 10.30-11.30 am, and by apt.

[Bachelor of Applied Science Concentration in Sustainable Community Food Systems \(BAS-SCFS\) at UH West O'ahu.](#)

**Course Description:** This 3-unit lecture and field course provides an analysis of pre-and post Euro-American contact of Hawaiian kalo agriculture. Through assigned readings, guest presentations from practitioners, and real life first hand experiences, this course seeks to teach the holistic and intricate workings of traditional Hawaiian kalo agricultural practices. This course will begin with a historical perspective and progress into examining how Hawaiian based kalo agricultural practices are relevant to helping fix today's global issues of natural resource management and food security for Hawai'i and beyond.

**Required Text/Readings-**

Taro Mauka to makai

All other readings will be posted on laulima

**Learning objectives:**

- Demonstrate comprehension of the botany, horticulture, ecology and culture of indigenous kalo agriculture of Hawai'i and the Pacific (ILO 2, 5; GELO 4, 5, 6, 7)
- Read, write, think critically and discuss current ideas of ecological and natural resource sustainability as it relates to food systems agriculture of Hawai'i and beyond. (ILO 1, 2, 3; DLO 1, 5; GELO 1, 7, 8);
- Demonstrate knowledge of the Native Hawaiian cultural world-views and values in shaping traditional natural resource management practices in Hawai'i (ILO 2; GELO 4, 6, 8);
- Demonstrate an understanding of the key economic, political, social factors that served to displace traditional land use and cultural practices in Hawai'i and the social movements to restore them (ILO 4; DLO 5; GELO 4, 6, 7).

### **Academic Honesty -**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Copying the work of professional writers or other students and then turning it in as one's own constitutes plagiarism and are not allowed. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university. Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. For further information on what is expected of UH West O'ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

### **Learning Challenges and Accommodations – Required**

In keeping with University policy, any student with a disability who needs academic accommodation for testing, note taking, reading, classroom seating, etc., is to call Student Services, as soon as possible, and speak with:

Thomas Hirsbrunner, ADA/504 Coordinator

Phone: (808) 689-2935

Email: [hirsbrun@hawaii.edu](mailto:hirsbrun@hawaii.edu)

Web: <http://www.uhwo.hawaii.edu/studentaccess>

**The No'eau Center** - The No'eau Center offers services designed to help students improve their overall academic performance. Tutoring in writing and many other subject areas is offered by appointment, on a walk-in basis, and online via email. Students may schedule an appointment by emailing or calling the center or stopping by to make an appointment at the front desk. Workshops are also offered on topics including literature reviews, research papers, various formatting styles (e.g. MLA, APA, Chicago), studying for exams, and resumes and interviews. Testing services and ADA accommodations are also available. For more information, stop by the No'eau Center (Library, B203), visit our website ([www.tinyurl.com/noeaucenter](http://www.tinyurl.com/noeaucenter)), or call 808-689-2750.

### **University Statement on Non-Discrimination – Required**

The University of Hawai'i - West O'ahu (UHWO) strives to provide an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all members in our UHWO community. UHWO can help to provide valuable information. Examples of behavior that may be considered sex or gender-based discrimination may include, but is not limited to, the following: sexual harassment, harassment of LGBTQ students, sexual assault, stalking, and domestic and dating violence. If you or someone you know is experiencing sex or gender-based discrimination, or if you have any questions regarding UHWO's process or policies,

please feel free to contact the UHWO Title IX Coordinator via email at: [uhwot9c@hawaii.edu](mailto:uhwot9c@hawaii.edu), or you can visit the UHWO Title IX website for more information at: <http://www.uhwo.hawaii.edu/about-us/university-policies/title-ix/>

**UHWO Student Code of Conduct:**

UHWO supports a positive educational environment that will benefit student success. In order to ensure this vision, UHWO has established the UHWO Student Code of Conduct to ensure the protection of student rights and the health and safety of the UHWO community, as well as to support the efficient operation of all UHWO programs. All currently enrolled students at UHWO are required to abide by UHWO's Student Code of Conduct. A copy of the most current Student Code can be found on UHWO's website at:

<http://www.uhwo.hawaii.edu/campus-life/student-affairs/studentpolicies/#studentconductcode>.

**UH WEST O'AHU TITLE IX**

The University of Hawai'i - West O'ahu (UH West O'ahu) strives to provide an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination. Such an environment is necessary for a healthy learning and working environment because discrimination and harassment undermine human dignity and the positive connection among all members of our UH West O'ahu community. We are committed to providing a learning and working environment that promotes personal integrity, civility, and mutual respect that is free of all forms of sex discrimination and gender-based violence, which includes (but is not limited to): sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

The grievance process UH West O'ahu uses to address any allegations of sex and/or gender-based discrimination involving employees, students or third parties will be the systemwide policy, [EP 1.204](#).

If you or someone you know is experiencing any of these, UH West O'ahu has staff and resources on our campus to support and assist you. Staff can also direct you to resources that are in the community. Here are some of your reporting options:

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, please contact:

Dr. Steven Taketa  
UH West O'ahu Clinical Psychologist  
Tel: [808.689.2675](tel:808.689.2675)  
Email: [taketas@hawaii.edu](mailto:taketas@hawaii.edu)

*\*UH West Oahu's ONLY Title IX designated confidential resource is a clinical psychologist. Information provided to the confidential resource will not be provided to the Title IX Coordinators, unless the health or safety of members of the UH West O'ahu community is at issue.*

If you wish to submit a **REPORT** regarding an incident of sex or gender-based discrimination (which includes, but is not limited to, sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking) as well as receive information and support, please contact:

Bev Baligad, J.D.  
Title IX Coordinator (T9C)  
Tel: [808.689.2934](tel:808.689.2934)  
Email: [uhwot9c@hawaii.edu](mailto:uhwot9c@hawaii.edu)

You can also file an online report by searching the term "[Discrimination Complaint Form](#)" on UH West O'ahu's homepage.

As a member of the university faculty, I am **required to immediately report** any incident of sex or gender-based discrimination to the campus T9C. [[Act 208, Section 2\(8\)\(b\)](#)]. The T9C and I are both considered "responsible employees" and therefore cannot guarantee confidentiality. However, you still have the ability to discuss (with the T9C) other options available to you that may assist you in determining how you would like your issue to be handled.

For more information regarding sex discrimination and gender-based violence, go to UH West O'ahu's sex and gender based discrimination information [page](#) on our website, or simply type "Title IX" in the search box on the homepage.

<b>Grading:</b>	<b>Points</b>
Attendance and Class participation.....	100
Weekly Writing Assignments (12) 10-pt essays .....	120
Midterm draft of paper .....	100
Final paper .....	70
Final presentations.....	30
*Service Learning.....	100

**Paper requirements- minimum of 10 pages, double spaced, size 12 font. minimum 7 sources. Research papers will be worth 70 points Every Island had its own unique environmental habitats and species along with the techniques utilized in management. In this final paper and presentation students will be required to research an aspect of Kalo production found within Hawaii. Paper must include a historical overview along with a current write-up of topic covered,**

and completed with a proposed restoration discussion based around the ideas identified throughout the course.

All topics must be pre-approved by instructor.

**Midterm peer review-** All students will turn in a mid-term paper to the instructor and exchange papers with a classmate. Papers will be reviewed by the instructor along with one peer review. A copy of the peer reviews will be turned into the professor.

**\*Service learning requirement:** Students are required to participate in a community workday at a Hawaiian based kalo agricultural farm. A 1-page (single-spaced 12-pt font) summary of your work and its relationship to addressing key environmental quality or human health issues covered in the course. 2 pictures of your service learning work must be included with the final write up along with a signature of the coordinating official of the workday.

**Grading Scale:**

Percentage	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

**Course structure-**

**Course Outline: Mahi' ai kalo**

**WEEK 1**

**Wednesday** --Introductions; Course overview; Course logistics;

**WEEK 2**

**Wednesday**– Hawaiian genealogies and relationships to resources. Who is kalo?

**Readings-** *(Brown (2016). Facing the spears of change ; The life and legacy of John Papa I'i, p.27-29),*  
*(Oliveira (2014). Ancestral places. Understanding Kanaka geographies p. 1-5).*

**Guest presentation** –Puni Lipe Hawaiian genealogies and relationship to place.

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

**WEEK 3**

**Wednesday**- Historic perspectives on Origin and Distribution

**Readings-** (Oliveira (2014). *Ancestral places. Understanding Kanaka geographies* p. 33-45),  
(Malo (1898). *Hawaiian antiquities*. p.16-18, 52-62),  
(Handy and Handy, 1991. *Native planters*. p.46-53)  
(Onwueme I. (1999). *Taro cultivation in Asia and the Pacific*. p. 1-3)  
(Mathews P. (2010 ) *An introduction to the history of taro as a food*. p. 6-28).

**In Class** Webpage and video: <http://www.avakonohiki.org>  
Minton/Kelly video [ahupuuaa-fishponds-loi](#)

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

#### WEEK 4

**Wednesday-** Productivity and the role of kalo

**Readings-** MacCaughey and Emerson, (1913). *The Kalo in Hawai'i in Hawaiian forester and Agriculture*. Vol. 10 p.187-193, 371-375),  
(Malo (1898). *Hawaiian antiquities*. p.204-209),  
(Kelly M. (1989) *Dynamics of production intensification in precontact Hawai'i*. p. 89-96, 371-375)  
(Onwueme I. (1999). *Taro Cultivation in Asia and the Pacific* p.21-43.)

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

#### WEEK 5

**Wednesday-** Restraints

**Readings -** (Nandwani D. and A. Tudela (2010). *Taro varieties in the CNMI*. p. 1-6)  
(Onwueme I. (1999). *Taro Cultivation in Asia and the Pacific*. p.43-36)  
(Kame'eleihiwa, 1992. *Native lands and foreign desires*. p. 18)

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

#### WEEK 6

**Wednesday-** Ecology

**Readings -** (Handy and Handy, 1991. *Native planters*. p. 57-66, 82)  
(EPA, 1992. *Stream ecology functions and processes*. p, 9, 41-43).  
(EPA 1995. *American Wetlands pamphlet*).

*(Tekiu, N. (1996). Tropical root and tuber crops in Western Samoa. section 2.1-2.5).*

*(Taylor, M, D. Hunter, V. Ramanatha Rao, G.V.H. Jackson, P. Sivan, L. Guarino. (2010)*

*Taro collecting and conservation in the Pacific region, p. 150-167).*

**site visit- Koa Shultz-Kako o oiwi**

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

## **WEEK 7**

**Wednesday-** Ecology, Dryland cultivation

**Readings-** *(Kelly M. (1989) Dynamics of production intensification in precontact Hawai'i. p. 96-104),*

*(Handy and Handy, (1991). Native planters p. 102-110),*

*(CTHAR, 2008. Taro mauka to makai. p. 56-64),*

*(Kamakau, 1992, The works of the people of old. p. 31-33)*

*(Tekiu, N. (1996). Tropical root and tuber crops in Western Samoa. section*

*3.1-3.6)*

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

## **WEEK 8**

**Wednesday-**ecology Loi Systems

**Readings-***(Handy and Handy, 1991. Native planters. p.88-101),*

*(CTHAR, 2008. Taro mauka to makai. p. 66-87),*

*(Kamakau, 1992, The works of the people of old. p. 33-37)*

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

**site visit- Anthony Deluze lo'i by sears**

## **WEEK 9 PAPER REVIEWS DUE**

**Wednesday-** Environmental issues

**Readings-** *(CTHAR, 2008. Taro mauka to Makai. p. 94-137.*

*(Onwueme I. (1999). Taro Cultivation in Asia and the Pacific. p. 14-18).*

**site visit- Anthony lo'i by Sears**

## **WEEK 10**

**Wednesday-** Kalo plant systematics and taxonomy



**Readings:** Whitney, Bowers, and Takahashi. (1913). *Taro varieties in Hawai'i. Bulletin No. 84 taro varieties in Hawaii.*  
MacCaughey and Emerson, (1913). *The Kalo in Hawai'i in Hawaiian forester and Agriculture. Vol. 10 (p. 280-288, 315-323, 349-358, 371-375).*

**Guest presenter-**Kamuela Yim

**WEEK 11,**

**Wednesday-** Disease and Pests

**Readings-** (CTHAR, 2008. *Taro mauka to makai.* p. 67-76)

(Tekiu, N. (1996). *Tropical root and tuber crops in Western Samoa. section 4.1-4.5)*

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

**site visit-** Kako o' oiwi

**WEEK 12,**

**Wednesday-** Water management

**Readings-**<https://youtu.be/TjYoY7cwKbU> *Maui water issues*

((CTHAR, 2008. *Tara mauka to makai. p. 77-80.*) (*Na Wai Eha, article on water issue in Maui news paper*),

(Nakuina, 1893. *Ancient Hawaiian water rights (p.79-84)*

(MacKenzie, 1991, *Native Hawaiian rights handbook. p. 149-172.*

**field trip-**Waihe'e tunnel visit

**Guest Presenter field trip-**

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

**WEEK 13,**

**Wednesday-**Ownership of kalo and patenting/GMO

**Readings** Milldrum, B. (2016). *Why saving Hawaii's taro means losing Hawaiian taro.*

(CTHAR, 2009. *CTHAR and taro. Taro research by the College of Tropical Agriculture and Human Resources).*

*Teng, P. (2008). An Asian perspective on GMO and biotechnology issues.*

**Video:** Youtube- *Stop Monsanto from poisoning Hawaii. Genetic engineering chemical warfare.*

**In class video In class video-***Malama Haloa, Protecting the Taro, Jerry konanui, Oiwi TV*

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

**Guest presenter-**Malia Nobreiga

**WEEK 14,**

**Wednesday-** economics of harvesting/cleaning/cooking/ and uses of kalo

**Readings-** *MacCaughy and Emerson, (1913). The Kalo in Hawai'i in Hawaiian forester and Agriculture. Vol. 10 (p. 186-192, 225-231)*

*CTHAR, (2008). Taro mauka to makai p. 139-160.*

*Pacific Community (2017). Taro in Pacific cooking book, Traditional Pacific Island recipe book.*

**Writing assignments:** In approximately 500-700 words, please summarize the video and reading (see example student summary). Submit responses to Laulima by due date each week and bring hard copy to class for in-class discussion.

**WEEK 15 Final presentations**

# ANTH 448: MICRONESIAN CULTURES (WI, HAP)

**Suzanne S. Finney, Ph.D., Lecturer**  
Email: [sfinney@hawaii.edu](mailto:sfinney@hawaii.edu)

**ONLINE Summer Session II (2019)**  
July 1 – August 9, 2019

This course explores the dozens of distinct cultures and the important historical events and changes to the “little islands” of Micronesia. Micronesian cultures are noted for careful adaptations to their physical environments, some described as “marginal.” They are renowned as navigators. They have some of the most highly developed chiefdoms and extensive empires within the Pacific. Over centuries of European and Asian presence in the region, Micronesians came into contact with whalers, traders, missionaries, colonists, and the military. Micronesia was a major arena during World War II and an important site of postwar nuclear weapons testing. Today, the region has achieved a measure of political independence. But, Micronesia’s strategic location continues to be of global interest. Life has changed significantly, yet tradition remains strong. (DS) Pre: ENG 100.

**LEARNING OBJECTIVES:** Apply Anthropology knowledge to the analysis of cultural and global issues and perspectives (ILO2, DLO4, CLO4)  
Demonstrate critical thinking by applying anthropology theories and/or methods to analyze problems in responsible ways (ILO4, DLO5, CLO5)  
Write clearly and effectively for an anthropology audience (ILO1, DLO1, CLO1)

## COURSE COMPETENCIES

Upon successful completion of this course the student should be able to:

- Gain a solid understanding of the cultural, historical and environmental background of the Micronesian Islands
- Identify the key changes and developments that have shaped contemporary cultures in Hawai’i and Micronesia since first contact with explorers, traders and missionaries from Europe and America
- Understand the applicability and importance of conducting cross-cultural research
- Express and discuss research results in writing using anthropological sources and relevant style guide

## COURSE FORMAT AND REQUIREMENTS

- Our course includes readings, video segments, online forums and one research writing assignment. Since this is a writing intensive class you will be expected to produce several drafts of your final paper, including one for review by your peers, and to review papers by your peers in the class.
- There is no course textbook, readings and videos will be listed in the schedule online and will be available in the Resources section on Lulima.



UNIVERSITY OF HAWAII - WEST O'AHU

### **WRITING INTENSIVE (WI) FOCUS**

This class is designated as a writing intensive class. As a writing intensive class you are required to write a minimum number of pages during the class, interact with the instructor and your fellow students to receive feedback on your writing, and peer review fellow students' writing. You will be expected to complete two drafts and a final version of your research paper, use a minimum of five citations which are correctly formatted using the discipline approved style guide, and contribute to a weekly forum discussion in order to successfully complete the WI focus requirements.

### **HAWAIIAN, ASIAN AND PACIFIC ISSUES (HAP) FOCUS**

This class is designated as an HAP class which requires that the content, "...should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian cultures." In order to achieve this, we will be incorporating a cross-cultural perspective to contemporary issues between Native Hawaiian and Micronesian cultures. You will also be required to write a research paper that provides a cross-cultural perspective of a topic you choose from the weekly forum topics, including climate change, family obligations and health issues.

### **GRADE CALCULATION**

Grades are determined by your performance in the forums, completion of two drafts and one final version of your paper, and peer review of two papers from your classmates.

Weekly Forums (30 x 5) =	150 points
Topic and five sources (25) =	25 points
Draft versions of final paper (25 and 50) =	75 points
Peer reviews (25 x 2) =	50 points
Final paper =	100 points
<b>TOTAL =</b>	<b>400 points</b>

Letter grades will be assigned by the percentage of points earned out of the total possible points:

A = 93-100	B = 83-86.9	C = 73-76.9	D = 63-69.9
A- = 90-92.9	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9
B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9	F = < 60

No incomplete grades will be given.

### **Assignments (ILO2, DLO2, CLO4)**

Weekly Forums (30 points/week) = Each week there will be a forum focused on a question or series of questions related to the weekly forum theme. To earn points, you will need to respond to the Forum by Wednesday of that week, then continue to check in to answer questions, comment on other submissions, or add additional comments. You may use information from the weekly readings and/or videos and your own research.

Research Paper (200 points) = The research paper will be the focus of your work in this class and is worth 50% of your overall grade. The paper should be a cross-cultural comparison of your topic between Micronesian and Hawaiian cultures so your sources should reflect information from both areas. You should choose your paper topic based on one of the five forum themes listed in the weekly schedule. Your paper should be a minimum of five (5) pages, not including your references. The reference format you will be using for this

paper is the American Anthropological Association style guide, which closely follows the *Chicago Manual of Style 16<sup>th</sup> edition*. Go to [www.americananthro.org](http://www.americananthro.org) for more information.

The research paper process is broken into four components:

1. Topic choice and list of five sources submitted to instructor for approval the first week (25 points)
2. First draft of paper submitted to instructor for review and comments the second week (25 points)
3. Second draft of paper submitted for peer review and instructor comments the third week (50 points)
4. Final paper due to instructor the fifth week (100 points)

Peer Review of Two Papers (25 points/each) = You will also be required to provide feedback and constructive critique on two papers from your fellow students. More information about this process will be available on Laulima.

### **Additional Information**

**Credit Hour Statement:** The UHWO Credit Hour Policy states that students in a 3-credit course are expected to devote a minimum of 9 hours a week (135 hours/semester) on course related work (see UHWO General Catalog). In accordance with the UHWO Credit Hour Policy, this course was reviewed to assure that the work assigned to achieve the stated student learning outcome meets the UHWO credit hour policy. To achieve adequate learning in this course, it is expected that students will need to devote a minimum of 9 hours a week attending scheduled class meetings, participating in the class, and completing assigned readings and assignments.

**Academic Honesty:** All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Copying the work of professional writers or other students and then turning it in as one's own constitutes plagiarism and are not allowed. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university. Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own.

**Learning Challenges and Accommodations:** In keeping with University policy, any student with a disability who needs academic accommodation for testing, note taking, reading, classroom seating, etc., is to call Student Services, as soon as possible, and speak with Tom Hirsbrunner, J.D.: [hirsbrun@hawaii.edu](mailto:hirsbrun@hawaii.edu)

**The No'eau Center:** The No'eau Center offers services designed to help students improve their overall academic performance. The No'eau Center offers a series of online workshops aimed towards student success. Their innovative workshops cover an array of topics, including tips for better studying, time management skills, citation styles, and scholarship and career writing (i.e., resume, cover letter, personal statements). There are several forms of distance peer-tutoring available. They offer online peer-tutoring via their online submission form or conference calling via their phone number. For more information call them at 808-689-2750 or check out their website at:

<https://www.uhwo.hawaii.edu/noeaucenter/distance-learning-resources/>

**University Statement on Non-Discrimination:** The University of Hawai'i - West O'ahu (UHWO) strives to provide an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all members in our UHWO community.

UHWO can help to provide valuable information. Examples of behavior that may be considered sex or gender-based discrimination may include, but is not limited to, the following: sexual harassment, harassment of LGBTQ students, sexual assault, stalking, and domestic and dating violence. If you or someone you know is experiencing sex or gender-based discrimination, or if you have any questions regarding UHWO's process or policies, please feel free

to contact the UHWO Title IX Coordinator via email at: [uhwot9c@hawaii.edu](mailto:uhwot9c@hawaii.edu), or you can visit the UHWO Title IX website for more information at: <http://www.uhwo.hawaii.edu/about-us/university-policies/title-ix/>

**UHWO Student Code of Conduct:** UHWO supports a positive educational environment that will benefit student success. In order to ensure this vision, UHWO has established the UHWO Student Code of Conduct to ensure the protection of student rights and the health and safety of the UHWO community, as well as to support the efficient operation of all UHWO programs. All currently enrolled students at UHWO are required to abide by UHWO's Student Code of Conduct. A copy of the most current Student Code can be found on UHWO's website at: <http://www.uhwo.hawaii.edu/campus-life/student-affairs/student-policies/#studentconductcode>.

**Turnitin Policy:** UH West O'ahu has a license agreement with iParadigms, LLC for the use of their plagiarism prevention and detection service popularly known as Turnitin. Faculty may use Turnitin when reading and grading your assignments. By taking a course where Turnitin is used, you agree that your assigned work may be submitted to and screened by Turnitin. Turnitin rates works on originality based on exhaustive searches of billions of pages from both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals. Turnitin does not make a determination if plagiarism takes place. It makes an assessment of the submission's originality and reports that to the course instructor. These Originality Reports are tools to help your teacher locate potential sources of plagiarism in submitted papers. All papers submitted to Turnitin become part of Turnitin's reference database solely for the purpose of detecting plagiarism. Use of Turnitin is subject to the Usage Policy as posted on the Turnitin.com website.

## WEEKLY SCHEDULE

WEEK ONE (July 1-7)

The physical environment of Micronesia  
Defining Micronesia (cultural and historical background)  
FORUM THEME: Cultural responses to climate change in Hawai'i and Micronesia  
DUE: Topic and list of five sources (7/7)

WEEK TWO (July 8-14)

Political organization  
Impact of colonialism on contemporary societies  
FORUM THEME: Cultural responses to colonialism and conflict resolution in Hawai'i and Micronesia  
DUE: First draft of paper (7/14)

WEEK THREE (July 15-21)

Social organization, kinship and adoption  
The significance of gender  
FORUM THEME: Cultural responses to contemporary family obligations and relationships in Hawai'i and Micronesia  
DUE: Second draft of paper (Peer Review) (7/21)

WEEK FOUR (July 22-28)

Foreign contact (explorers, whalers, traders, missionaries)  
World War II  
Nuclear Weapons testing  
FORUM THEME: Cultural responses and activism to health issues affecting Hawaiians and Micronesians  
DUE: Peer Review of two papers must be completed by 7/28

WEEK FIVE (July 29-August 4)

NCDs and other health issues  
Micronesian diaspora and identity  
FORUM THEME: Cultural responses to understanding identity amongst Hawaiian and Micronesians in contemporary societies

FINAL WEEK (August 5-9)

Final paper due, Friday, August 9th

**IMPORTANT DEADLINES TO KEEP IN MIND FOR SUMMER SESSION II**

<i>Day</i>	<i>Event</i>
<b>July 1</b>	<i>First day of instruction</i>
<b>July 3</b>	<i>Last day to add or register and change grading option Last day to drop with 100% refund, no "W" grade</i>
<b>July 4</b>	<i>Holiday: Independence Day</i>
<b>July 8</b>	<i>Last day to drop with 50% refund, no "W" grade</i>
<b>July 24</b>	<i>Last day to withdraw with no refund and a "W" grade</i>
<b>August 9</b>	<i>Last day of instruction</i>
<b>August 14</b>	<i>Summer Session II grades available on STAR by noon</i>

DRAFT

ANTH 448 READINGS LIST

Agarwal, Rachana

2017 Agency and Selfhood Among Young Palauan Returnees. *In* *Mobilities of Return: Pacific Perspectives*.

Arthur, Linda B.

1998 [2015] Hawaiian Women and Dress: The *Holoku* as an Expression of Ethnicity. *Fashion Theory* 2(3): 269-286

Barney, Liz

2017 Hawaii's Largest Homeless Camp: Rock Bottom or a Model Refuge? *The Guardian* (June 22, 2017).

Basham, Leilani

2014 Ka l'a Hali a ka Makani: Hawaiian Historical and Cultural Knowledge of Honouliuli. *In* *Breaking the Silence: Lessons of Democracy and Social Justice from the WWII Honouliuli Internment and POW Camp in Hawai'i*.

Berman, Elise

2014 Holding On: Adoption, Kinship Tensions, and Pregnancy in the Marshall Islands. *American Anthropologist* 116(3): 578-590.

Cruz, Lynette Hi'ilani

2015 Head Candy/Gut Connection: How Reenacting a Historic Event Changes the Present in Hawai'i. *In* *At Home and in the Field: Ethnographic Encounters in Asia and the Pacific Islands*.

Diettrich, Brian

2017 Chanting Diplomacy: Music, Conflict, and Social Cohesion in Micronesia. *In* *A Distinctive Voice in the Antipodes: Essays in Honour of Stephen A. Wild*.

Falgout, Suzanne

2014 Honouliuli's POWs: Making Connections, Generating Changes. *In* *Breaking the Silence: Lessons of Democracy and Social Justice from the WWII Honouliuli Internment and POW Camp in Hawai'i*.

Hanlon, David

1994 Patterns of Colonial Rule in Micronesia. *In* K.R. Howe, Robert Kiste, and Brij Lal. *Tides of History: The Pacific Islands in Twentieth Century History*. Honolulu: University of Hawai'i Press.

Hezel, Francis X., S.J.

2001 Chapter 3. Gender Roles. *The New Shape of Old Island Cultures*. Honolulu: University of Hawai'i Press.

Jitnel-Kijiner

2013 Lessons from Hawaii. YouTube Video.

Kihleng, Emelihter

2008b No Post in Colonialism at COM. *In* *My Uhrohs*. Honolulu: Kahuaomanoa Press (University of Hawai'i Press).

Kiste, Robert

1994 United States. *In* K.R. Howe, Robert Kiste, and Brij Lal. *Tides of History: The Pacific Islands in Twentieth Century History*. Honolulu: University of Hawai'i Press.

McDougall, Brandy Nalani

2014 The Second Gift. *The Value of Hawai'i 2: Ancestral Roots, Oceanic Visions*. Ed. Aiko Yamashiro and Noelani Goodyear-Ka'opua. Honolulu: University of Hawai'i Press.



Metzgar, Eric.

1988 Lamotrek. Triton Films. Eric Metzgar in association with the people of Lamotrek Atoll, Yap State, Federated States of Micronesia.

Micronesian Seminar

1995 *A Woman's Work Never Ends. Island Topics Series, #44.*

1995 Voices of Pohnpei, Parts I and II. Island Topics Series, #3-4. (Legends and archaeology presented by indigenous Pohnpeian historic preservation officers—Miguel Marquez, Emensio Eperiam, and Rufino Mauricio.)

1995 *Women's Changing Roles. Island Topics Series, #2.*

Perez, Craig Santos

Teaiwa, Teresia

2000 *Mixed Blood. In Robert Borofsky, ed. Remembrance of Pacific Pasts.* Honolulu: University of Hawai'i Press.

Tengan, Ty P. Kawika

2015 *Embattled Stories of Occupied Hawai'i. In At Home and in the Field: Ethnographic Encounters in Asia and the Pacific Islands.*

Thomas, William L.

1968 *The Pacific Basin: An Introduction. In Peoples and Cultures of the Pacific.* Edited by Andrew P. Vayda. New York: Natural History Press.

Thompson, Nainoa

2009 *Nainoa Thompson Speaks of All Mau Pailug Has Done for Hawaii.* YouTube September 21, 2009.

Torrice, Andrew

2012 *Rising Waters: Global Warming and the Fate of the Pacific Islands.* Torrice Productions in Association with the Independent Television Service and Pacific Islanders in Communications

Trask, Haunani-Kay

1999 *Colonization. Light in the Crevice Never Seen.* Revised edition. St. Paul: Calyx Books.

1999 *Chant of Lamentation. Light in the Crevice Never Seen.* Revised edition. St. Paul: Calyx Books.

Yuen, Noelle Y.C., L. Nahulu, E. Hishinuma, R. Miyamoto

2000 *Cultural Identification and Attempted Suicide in Native Hawaiian Adolescents. Journal of the American Academy of Child & Adolescent Psychiatry 39(3): 360-367.*