

Hawai'i Politics (POLS 301)
Fall 2012: T/Th 3:00 – 4:15pm in Webster 101

Course Description

This course in Hawai'i politics focuses on major institutions that have shaped island life over the last two centuries. Throughout the course, we will investigate the intersectionalities of power that operate through the various institutions we engage. This strong grounding in historical context provides class participants with a foundation for developing their own analyses on contemporary issues. The course is grounded in Native Hawaiian perspectives, but it draws on a range of voices and emphasizes constructive dialogue between indigenous and settler perspectives. Our understanding of Hawai'i Politics is further deepened by comparison with parallel issues and phenomena in the wider Oceania (Pacific Islands) region. This semester, we focus particularly on government, education, land, water, energy, food, race and class. You will investigate driving questions, including:

- What have governments in Hawai'i, both legal and illegal, looked like over the past two centuries? How might one participate or intervene in the current governmental apparatus?
- How have the lands, waters and other natural resources of our islands been used and changed under different regimes?
- How have educational systems worked to create particular social and political orders in Hawai'i?
- What influence have peoples' movements had on shaping the social and political contours of island life?
- What work has race done in shaping the social and political dynamics of the islands? How have racial formations, racism and imperialism in Hawai'i connected to and differed from other places in the Pacific?

If politics can be broadly understood as the ways collective decisions are made and implemented, the form of the course mirrors the content of what we are learning. This is a project-based course, meaning that it is organized around the completion of collaborative projects. In this class, you will get lots of practice working in groups to gather and analyze information, debate, make decisions, design plans and reflect on your work together.

Learning Objectives

By the end of this course, you will:

1. Develop informed opinions about important political issues related to education, energy, and other current issues in Hawai'i today.
2. Increase your understanding of Kanaka Maoli (Native Hawaiian) histories, experiences and perspectives on various political issues.
3. Practice critical reading, research and public comment on government and media documents.
4. Strengthen your ability to meaningfully participate and intervene in existing political institutions.
5. Deepen your understanding of fundamental political concepts as they relate to politics in Hawai'i.
6. Connect the course content to previous experiences and future commitments in your life.
7. Reflect on your on-going responsibilities and passions for this place, Hawai'i nei.

Textbooks

- *Fighting in Paradise: Labor Unions, Racism, and Communists in the Making of Modern Hawaii*, Gerald Horne
- *Haoles in Hawai'i*, Judy Rohrer
- *The Value of Hawai'i: Knowing the Past, Shaping the Future*, Craig Howes and Jon Osorio
- *Waves of Resistance: Surfing and History in Twentieth-Century Hawaii*, Isaac Helekunihi Walker

Additional course readings must be downloaded from Lulima.

Go to the POLS 301 tab, then click "resources."

Assignments and Grading

This is a project-based course, and as such, the bulk of your grade will be earned through the completion of group projects—both collaborative and competitive—that provide an anchor for and culmination of your learning during the various units of our course. You will participate in at least one practice debate, as well as complete the three collaborative projects. While the debates help you develop your skills in argumentation, critical listening and confrontation, the other projects help you to develop your skills in collaborative problem-solving and creation.

14% In-class debate (25 pts possible)

Throughout the semester, four “in-class debates” are scheduled. You will sign up in groups of four participants for one debate. In other words, you only need to select one issue that you would like to debate, and these issues are briefly outlined in the schedule below. The format of the debates will be discussed in class. These in-class debates will give you practice for the final debate in which you will participate.

43% Collaborative group projects (3 x 25 pts each = 75 pts)

As part of the units on education, race/class, and energy/food, you will be completing group projects that are explained in “Project Briefs” (like an assignment sheet). Each Project Brief outlines the expectations for the unit project, giving you an overview, guidelines and the driving question for the project. The PBs will be handed out and explained in class, as well as available on Lulima. Projects are due on the dates noted in the course schedule. Unless you have gotten prior approval from me, you must be present in class to earn credit for the project since we will be sharing the projects, and this hō'ike, or sharing of your knowledge, is essential to the evaluation and grading of the unit project.

29% Final project (50 pts possible)

The intention of the final project is for you to deepen and extend something that you have worked on or thought about during in the semester. You and your classmates will have attacked several different issues or problems. Your culminating project for the class can build on one of the unit projects you have completed throughout the semester, or you can elect to take on an issue that we have not had time to discuss fully in during the semester. You and your group will select one of the two options described below.

Option A, Debate: In groups of four, you will formally debate a proposition that we (your group and I) agree upon together. Like the in-class debates, the proposition will be a clearly-worded sentence relating to a timely and contentious issue in contemporary Hawai'i politics. The debate will be judged by your classmates *and* a panel that will include community leaders, professionals and possibly other UH professors. Your group can chose to conduct your research together as a foursome or in your separate pairs that will argue against one another. In either case, you must be prepared to provide documentation of your factual evidence to your opponents or to the judges. You will be graded on: the quality of your research, the strength of your arguments, the efficacy of your presentation, and the usage of critical listening as observed through your notes. In addition to the actual debate, you will each submit a 2-page issue brief, which includes: key terms, your key sources, and an outline of your case.

Option B, Organize a public debate or discussion forum:

Your small group (not more than four) will organize a public debate somewhere on the UH campus to help build awareness and generate discussion around a timely and contentious issue in contemporary Hawai'i politics. Some ideas include the proposed O'ahu Rail system, the Native Hawaiian Roll/Kana'iolowalu, or the expansion of military usage of lands. This assignment involves securing a venue on campus; securing speakers/participants who have some expertise and a clear position on your selected issue; publicizing your event; and facilitating the debate. You will be graded on your ability to pull the logistics of the event together, to frame the debate and provide context, to skillfully facilitate a productive discussion and to appropriately care for the speakers who will volunteer their time to participate. In addition to the actual event, your group will submit: 1) a bio on each speaker and explanation of why you chose this person to participate in the debate; 2) a 2-page issue brief that includes: key terms, key sources, and a short list of important assertions and supporting facts for both the affirmative and negative sides.

14% Final Assessment (25 pts possible)

At the end of the semester, you will complete an individual, in-class essay assessment on learning throughout the semester.

Grading scale for the course:

97-100% = A+	74-76% = C
94-96% = A	70-73% = C-
90-93% = A-	67-69% = D+
87-89% = B+	64-66% = D
84-86% = B	60-63% = D-
80-83% = B-	<60% = F
77-79% = C+	

Policies

Classroom: We are fortunate to be part of the **very first** group to use the new Webster 101 Innovative Classroom!

- Because we are part of the “guinea pig” group, we will have two class sessions in which you will be asked to evaluate your learning experience thus far. There may also be observers popping in from time to time.

- I am learning the technological capacities of the room along with you, so please feel free to suggest ways that we might maximize our usage of these new tools to enhance learning.
- In order to keep the room functioning at its optimum capacity, we must ask you to limit food and drinks in the room. **There should liquid (including containers filled with coffee, water or other beverages) on the tables at any time.**

Attendance and Tardies: Students should be in class, on-time. Whether tardy or absent, you may only make-up in-class assignments or exams if you get approval for alternate arrangements ahead of time. Students with excessive tardies will receive a warning and subsequently may receive a deduction in points from the final grade.

Late Work: If students have special circumstances that prevent them from turning an assignment in on time **PRIOR** arrangements must be made. Otherwise, late work will be marked down by 10% for every day past the deadline. Assignments over a week late will not be accepted, unless we have made special arrangements ahead of time.

Submission of work: All assignments must be submitted in hard copy in class. You may not submit work by email unless given specific instructions or received prior approval to do so.

Academic Integrity: The work you do in this course must be your own. Yet, you will build on, react to, criticize, and analyze the ideas of others. This means you must be aware when you are working with someone else's ideas or research and explicitly acknowledge them in your writing, presentations, and other assignments. If you ever have questions about drawing the line between others' work and your own, ask your kumu and we will give you clear guidance. It is the student's responsibility to be aware of and in compliance with the university's policies regarding academic dishonesty. (see the UH catalog, link: <http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm>). ***Any academic dishonesty—such as plagiarism—will result in failure of the course.***

Plagiarism is taking another person's words or ideas without crediting them. Anything cut and pasted from a website without quotation marks and proper citation is plagiarism. Copying anything from a book or journal without proper citation is plagiarism. Plagiarism is academic theft, and there is no excuse for it. A student who submits assignments with plagiarized parts will receive an 'F' for the course, no discussion. The case may also be referred to the Dean or department chair.

Plagiarism usually occurs when students feel overwhelmed—by school, by finances, by illness, relationship problems, etc. If you are dealing with a situation like this, please let me know and we can work something out that will be much more positive than cheating. If you are unsure about how to properly use and credit sources, ask me for advice. You can also consult numerous online sources that provide tips on academic writing.

Reasonable Accommodation Policy: If you feel you need reasonable accommodations because of the impact of a disability, please 1) contact the KOKUA Program (V/T) at 956-7511 or 956-7612 in room 013 of QLCSS; 2) speak with the instructors privately to discuss your specific needs. We are happy to work with you and the KOKUA Program to meet your access needs.

Schedule

DATE	TOPICS	READINGS
HISTORIES: sovereignty and government T Aug 21	Introduction and overview; Learning to see traces of Hawai'i's pasts in the politics of the present	
R Aug 23	The Hawaiian Kingdom Government	Silva, "Early Struggles with Foreigners"
T Aug 28	US Occupation and Territorial Government	Sai, Keanu, "United States Seizure of the Hawaiian Islands"
R Aug 30	Hawaiian social movements and institutions: Da Hui, da Renaissance and da Roll	<i>Waves of Resistance: Surfing and History in Twentieth-Century Hawaii</i>
T Sep 4	<u>In-class debate #1: Hawai'i</u> : Fiftieth State or Occupied Country?	<i>Waves of Resistance: Surfing and History in Twentieth-Century Hawaii</i>
RACE, CLASS & SOCIAL MOVEMENT R Sep 6	The Role of Progressive Political Thought and Activism in Hawai'i Project brief #1	<i>Fighting in Paradise: Labor Unions, Racism, and Communists in the Making of Modern Hawaii</i>
T Sep 11	The Role of Progressive Political Thought and Activism in Hawai'i	<i>Fighting in Paradise</i>
R Sep 13	Reflections on race, identity and kuleana	Rohrer, <i>Haoles in Hawai'i</i> , p. 1-57
T Sep 18	<u>In-class debate #2</u> : "Haole" is not a racist term.	Rohrer, <i>Haoles in Hawai'i</i> , p.58-104
R Sep 20	Project #1 due	<i>Additional readings relevant to your project</i>
EDUCATION T Sep 25	Education in the Hawaiian Kingdom Project brief #2 *Classroom observation by CTE	"Hawai'i: No Longer for the Native Hawaiian," Ch 3 from <i>Culture and Educational Policy</i> by Benham and Heck
R Sep 27	Building an American Territory through schools	Beyer, "The Connection of Samuel Chapman Armstrong as Both Borrower and Architect of Education in Hawai'i"
T Oct 2	<i>Small Group Instructional Diagnosis by the Center for Teaching Excellence</i>	Matsuda, "Public Education" in <i>The Value of Hawai'i</i>

R Oct 4	New visions and contemporary issues in K-12 education	1. <i>Education with Aloha</i> white paper 2. “Pū‘ā i ka ‘ōlelo, ola ka ‘ohana: Three generations of Hawaiian Language Revitalization”
T Oct 9	Project #2 due	<i>Additional readings relevant to your project</i>
LAND & WATER R Oct 11	Channeling water and wealth: A brief political history of land and water	1. Nakuina on “Ancient Hawaiian Water Rights” 2. Excerpts on land & water from <i>Native Planters</i> (p.57-67)
T Oct 16	Struggles for water	1. Sproat, “Water” in <i>The Value of Hawai‘i</i> 2. Ho‘okano, “Aia i hea ka wai a Kane?”
R Oct 18	Hawaiian National or Public Trust Lands: Privatization and the Public Lands Development Corporation	1. “Sovereign Ground,” and “Terrestrial Ecosystems” in <i>The Value of Hawai‘i</i> 2. PLDC White Paper
T Oct 23	Scientific or sacred value: Mauna Kea	See Mauna Kea articles online
R Oct 25	<i>In-class debate #3: PLDC or Mauna Kea</i>	
ENERGY & FOOD T Oct 30	Project brief #3	Goodyear-Ka'ōpua & Baker, “The Great Shift”
R Nov 1	<u>In-class debate #3</u> : Industrial wind projects on Lāna‘i and Moloka‘i	Curtis, “Energy” and Fletcher, “Climate Change” in <i>The Value of Hawai‘i</i>
T Nov 6	Election Day	
R Nov 8	Land and agriculture	Reppun, “Agriculture” in <i>The Value of Hawai‘i</i>
T Nov 13	The debates over genetically-modified foods	1. Currie, <i>Facing Hawai‘i’s Future: Harvesting Essential Information about GMOs</i> 2. Ritte and Freese, “Haloa”
R Nov 15	Visions for sustainable futures *Noe out of town for ASA conference	McGregor, “Hawaiian Sustainability”
T Nov 20	<i>In-class debate #4: GMO labeling</i> Project #3 due	
R Nov 22	Holiday	
FINAL	Final debates	

PROJECTS		
T Nov 27		
R Nov 29	Final debates	
T Dec 4	Final debates	
R Dec 6	Final debates	

Final exam: Thursday, December 13, 2:15 - 4:15pm