

POLS 301: HAWAII POLITICS (HAP)
UNIVERSITY OF HAWAII AT MANOA
FALL 2014

ONLINE: [HTTPS://LAULIMA.HAWAII.EDU](https://laulima.hawaii.edu)
OFFICE HOURS BY APPOINTMENT

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COURSE DESCRIPTION



As this photograph reveals, Hawai'i Politics is a complex mix of historical entanglements and future aspirations. Here, Native Hawaiians—many of whom are most certainly of mixed ethnicity—are engaged in a very public display of sociopolitical activism as they march through the streets of Honolulu advancing their rights to self-determination. They hold a Hawaiian flag, which has a mix of British and American symbolism, revealing the precarious balancing act of the mid-19th century Hawaiian Kingdom as it asserted its sovereignty internationally while fending off imperialist pursuits in the islands. Most likely, on the sidewalk there are tourists from all over the world wondering what is going on—but only momentarily—as they continue on their way to the beach or Pearl Harbor or Ala Moana or an “authentic” luau. The local news will likely portray this march in the dismissively over-used trope of “the Natives are restless *again*.” And non-Hawaiians might anxiously consider what this all means for them as they either count their pennies to make ends meet or satisfyingly enjoy the comforts of living in paradise, even if it's only temporary as part of their military service.

The focus of this course is to examine this interesting mix of politics, culture, economics, histories and futures in Hawai'i, while making connections to related dynamics and parallel issues in the wider Asia-Pacific (Oceania) region. We approach these intersections of power through the frameworks of political economy, race and ethnicity, gender and sexuality, indigeneity and nationalism, while paying particular attention to how power operates through the various institutions we engage in.

STUDENT LEARNING OUTCOMES

By the end of the course, students will gain:

1. An understanding of key concepts, issues and tensions about politics in Hawai'i, Native Hawaiian politics, and politics in the Asia-Pacific region.
2. A deepened understanding of fundamental political concepts such as governments and governance, resource allocation and use, indigeneity and race, sovereignty and self-determination.
3. Critical thinking skills related to these concepts and applied to current events and pressing island, regional and global issues.
4. Analytical reading and research skills related to government, news media, historical texts, academic and activist scholarship, and popular representations.
5. Analytical communication skills to clearly express evidence-based ideas through informal and formal written work.
6. A deepened empathy and open-mindedness for diverse viewpoints and experiences, including one's own and others' complex relationships to 'place' in the islands.
7. A relevant connection of course content to previous experiences and future commitments in one's life.

To obtain these outcomes, students will utilize the following methods:

- Weekly online forum to pose questions and answers related to the assigned readings (discussion/communication skills).
- A literature review paper comparing & contrasting political theories and practices related to Hawai'i and/or Native Hawaiians and/or Oceania (critical thinking/analytical skills).
- A policy paper researching a relevant or pressing issue and proposing a political solution (understanding/relevance and application).
- A cumulative creative project to express what was learned in the course and how it applies to oneself, others, and the islands itself (connection/expression).

TEACHING PHILOSOPHY

I believe that teaching and learning are collaborative endeavors. Accordingly, the "classroom"—as virtual as it is—provides us with a collaborative space in which to share, explore, contest, experience, and above all else, grow intellectually in ways that may contribute to our respective, overlapping communities. Open-mindedness and respect are imperative to this journey; and it is the *journey* that is as important as the destination(s).

Students are expected to follow the University of Hawai'i's Student Conduct Code (http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/) and **any academic dishonest will result in zero points for the assignment and possible failure of the course:**

"Because the University of Hawai'i is an academic community with high professional standards, its teaching, research, and service purposes are seriously disrupted and subverted by academic dishonesty. Such dishonesty includes cheating and plagiarism as defined below. Ignorance of these definitions will not provide an excuse for acts of academic dishonest:

1. Cheating includes but is not limited to giving or receiving unauthorized assistance during an examination before it is given; obtaining unauthorized information about an examination before it is given; submitting another's work as one's own; using prohibited sources of information during an examination; fabricating or 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 of facts in order to obtain exemptions from course requirements.
2. Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement any work that has been copied in whole or in part from another individual's work without attributing that borrowed 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 or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms."

STUDENT RESOURCES

Be sure to take advantage of the following university campus services:

KOKUA Program is available to students with disabilities to assist them in many aspects of their learning and their academic life. **In this course, I will make every effort to reasonably accommodate students' disabilities as it affects the coursework.** For further information or to document a disability, please contact KOKUA at the Queen Lili'uokalani Center Room #13, tel: 1-808-956-7511 or 956-7612, email: kokua@hawaii.edu, website: <http://www.hawaii.edu/kokua/>.

Learning Assistance Center is available to all students to assist in writing and other academic needs, including free tutoring and workshops on time management, note taking, etc. For further information or to utilize these resources, please contact the LAC at Sinclair Library Mezzanine 1, tel: 1-808-956-6114, email: learning@hawaii.edu, website: <http://manoa.hawaii.edu/undergrad/learning/>.

The Writing Center is available to all students to want one-on-one free assistance at any stage of the writing process (getting started, drafts, research, etc.). For further information or to make an appointment, please contact the center at Kuykendall Hall 411, email: tutors@hawaii.edu, website: <https://sites.google.com/a/hawaii.edu/writingcenter/about>.

Counseling and Student Development Center is available to all students to obtain free and confidential support with personal, academic or career concerns. For further information or to utilize these resources, please contact CSDC in Queen Lili'uokalani Center Room #312, tel: 1-808-856-7927, website: <http://www.manoa.hawaii.edu/counseling/>.

COURSE REQUIREMENTS

Per the academic standard of American universities, **students are expected to complete three hours of course work per week for each one credit hour; therefore this 3-credit course should entail 9 hours of course work per week.**

The weekly course-work is as follows:

- 3 required readings (pdf)
- 1 required lecture (ppt and m4a)
- 1 posting of a thought-provoking question pertaining to the readings and lecture (**DUE THURSDAYS**)
- 1 posting of an answer to another student's question (**DUE FRIDAYS**)
- Regular (daily) check-in on our Laulima course site pertaining to announcements, information, and other interactions

Required readings and lectures will be available online for download in the designated Resources folder of Laulima. Students are responsible for having the necessary technology to access these formats. Some students prefer to arrange for a reader to be printed for purchase at a local copy shop (for this option, all the readings should be saved to a CD or flash drive and printed in order of required dates).

The required readings are listed on the assigned days on the Course Schedule below.

Due Dates are listed here and in the Schedule section of Laulima. **The Deadline is always 12:00-midnight. Submission of late work will be penalized with reduced points.** Nevertheless, late work is always better than no work submitted.

GRADING CRITERIA

Grading points	Assignments	Requirements
25 points	Weekly Forum Discussion 1 point for Questions <u>+ 1 point</u> for Answers = 2 points per week 2 pts x 12 weeks = 24 points + 1 pt for 1 st week = 25 points (0 pts for week 13)	Every Thursday students are to post a thought-provoking Question (2-3 sentences long) based on the assigned reading for the week. This is worth 1 point for Questions that clearly reflect student engagement of the text. Every Friday students are to post an answer to one of the Questions (10 <i>meaningful</i> sentences long). This is worth 1 point for Answers that substantively engage the text and the other students' analysis, while offering one's own perspectives or critiques.
30 points	Paper #1 -	DUE Friday, November 7

	Literature Review Paper	5 pages, double-spaced, 12 point font Chicago-style citation, proof-read
		<p>Students are to compare and contrast political theories and practices related to Hawai'i and/or Native Hawaiians and/or Oceania, engaging at least 4 different approaches and addressing the following:</p> <ol style="list-style-type: none"> 1. The framing of political issue or problem, which includes assumptions about history, political economy, land-use, ethnic/race relations, and so forth. 2. The suggested solutions, which includes visions for the future. 3. The most compelling approaches for you, and why, including the present-day/every-day relevance for everyone.
30 points	Paper # 2 – Policy Paper	<p>DUE Friday, December 5 5 pages, double-spaced, 12 point font Chicago-style citation, proof-read</p>
		<p>Students are to research a pressing island, regional, or global issue related to Hawai'i and/or Native Hawaiians and in connection to another community or nation within the Asia-Pacific region, and write a proposed solution that could be presented to a decision-making person or policy-making group, addressing the following:</p> <ol style="list-style-type: none"> 1. The history of the issue, including the various interested parties and how they have been involved. 2. The broader socio-cultural and political economy context and future implications of the issue. 3. The reason why your proposed solution makes the most sense. <p>For a sampling of recent issues presented at the State of Hawai'i Legislature, go to: http://www.capitol.hawaii.gov/</p>
15 points	Cumulative Creative Project	DUE Monday, December 15
		Students are to create a project of their choosing that expresses what they have

learned in this course and how it **applies** to her/him, others, and the islands itself. The project should reflect the relevance of course material to diverse experiences and complex relationships. Possible projects include:

- Written narrative such as fictional or non-fictional work, poetic or essay format, and so forth.
- Visual representation, such as drawing, painting, photography, or other visual medium.
- Audio representation, such as original music, spoken word, music sampling with commentary, and so forth.
- Biographical or autobiographical documentary using mixed media.
- Other creative work pre-approved by the instructor.

100 POINTS TOTAL

EXTRA CREDIT – 5 POINTS POSSIBLE

You may receive extra credit for doing something fun, creative, educational, advocacy or activist related, electoral or political related, or otherwise relevant activity that engages the course themes and concepts. You must write a paper describing your activity and its relevance to the course. I will decide how much extra credit each activity is worth in terms of points (usually only 1-2 points each).

All extra credit is **DUE Thursday, December 11.**

GRADING SCALE

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

COURSE SCHEDULE

WEEK 1 – INTRODUCTION

SEPTEMBER 15-19

- “Hawai’i’s Future: Over-Developed Tourist Mecca?” by Rohter (1992)
- *SKIM ONLY*: “Green Politics: Creating Democracy in Hawai’i” by Rohter (1992)
- Sampling of recent news media stories

WEEK 2 – OVERVIEW

SEPTEMBER 22-26

- *The Price of Paradise I & II* by Roth (1992, 1993), selections
- *The Value of Hawai'i* by Howes & Osorio (2010), selections
- *The Value of Hawai'i 2* by Yamashiro & Goodyear-Ka'opua (2014), selections

WEEK 3 – TRADITIONS

SEPTEMBER 29-OCTOBER 3

- "The Makahiki in Hawaiian Society" by Lasky (2010)
- *Legendary Hawai'i and Politics of Place* "Introduction" by Bacchilega (2007)
- *Aloha Betrayed* by Silva (2004), Introduction

WEEK 4 – TRANSFORMATIONS

OCTOBER 6-10

- "Sexuality, Marriage, and Management of the Body" by Merry (2000)
- "Hybrid Modernization in a Hawaiian Hawai'i" by Lasky (2010)
- "Ku'e and Ku'oko'a (Resistance and Independence): History, Law and Other Faiths" by Osorio (2004)

WEEK 5 – 'MELTING POT' PART 1

OCTOBER 13-17

- "Local Story: The Massie Case Narrative and the Cultural Production of Local Identity in Hawai'i" by Rosa (2000)
- *Reworking Race: The Making of Hawai'i's Interracial Labor Movement* by Jung (2006), selections
- "Island Oligarchy and Local Resistance" by Lasky (2010)

WEEK 6 – STATEHOOD

OCTOBER 20-24

- *Hawai'i: Islands Under the Influence* by Kent (1993), selections
- *Land and Power in Hawai'i* by Cooper & Daws (1990), selections
- *The Ethnic Studies Story: Politics & Social Movements in Hawai'i* by Aoude (1999), selections

WEEK 7 – 'MELTING POT' PART 2

OCTOBER 27-31

- *Haoles in Hawai'i* by Rohrer (2010), selections
- *Asian Settler Colonialism: From Local Governance to the Habits of Everyday Life in Hawai'i* by Fujikane & Okamura (2008), selections
- *Ethnicity & Inequality in Hawai'i* by Okamura (2008), selections

WEEK 8 – HAWAIIAN HAWAI'I

NOVEMBER 3-7 (*Election Day is Nov. 4*)

- "Teaching Amid Occupation: Sovereignty, Survival and Social Studies at a Native Hawaiian Charter School" by Goodyear-Ka'opua, Kauai, Maioho & Winchester (2008)
- *Native Men Remade: Gender and Nation in Contemporary Hawai'i* by Tengan (2008), selections
- "The Mauka Lo'i, a conclusion" by Lasky (2010)

Paper #1 – Literature Review Paper – DUE Friday, November 7

WEEK 9 – MILITARISM IN ASIA-PACIFIC

NOVEMBER 10-14 (*VETERAN'S DAY IS NOV. 11*)

- *Oh, Say, Can You See?: The Semiotics of the Military in Hawai'i* by Ferguson & Turnbull (1999), selections
- *"bikinis and other s/pacific n/oceans"* by Teaiwa (2000)
- *International Women's Network Against Militarism*, selections

WEEK 10 – CONVERGENCES

NOVEMBER 17-21

- *The Super Ferry Chronicles: Hawai'i's Uprising Against Militarism, Commercialism and the Desecration of the Earth* by Paik & Mander (2009), selections

WEEK 11 – CONVERGENCES CONTINUED

NOVEMBER 24-28 (THANKSGIVING IS NOV. 27-28)

- *The Super Ferry Chronicles: Hawai'i's Uprising Against Militarism, Commercialism and the Desecration of the Earth* by Paik & Mander (2009), selections

WEEK 12 – TO BE DETERMINED

DECEMBER 1-5

Paper #2 – Policy Paper – DUE December 5

WEEK 13 – TO BE DETERMINED

DECEMBER 8-12 (LAST DAY IS DEC. 11)

Extra Credit DUE Thursday, Decmeber 11

Cumulative Creative Project DUE Monday, December 15