

Hawai'i Politics (POLS 301) (HAP focus)  
Spring 2018 MW 1:30-2:45  
Office Hours: 9:30-10am M Office: Saunders 634  
Mary Baker, PhD candidate Indigenous Politics/Alternative Futures

### 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—along the lines of race, class, gender, sexuality, indigeneity and nationality—that operate through the various institutions we engage. We enhance this strong grounding in historical context with a robust examination of contemporary issues of sustainable living. Students are encouraged to develop their analytical skills and use them in real-world situations of service and advocacy. 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.

### **Driving Questions**

- What have governments in Hawai'i, legal and illegal, looked like over the past two centuries?
- Do these governmental structures emerge from grounded social relationships or are they imposed on communities by external forces?
- How have imperialism and colonialism shaped life and politics in Hawai'i?
- How does civil society participate or intervene in the current governmental structures?

### **Learning Objectives**

By the end of this course, you will be able to:

1. Present informed arguments on relevant political issues.
2. Map and analyze paths of decision-making and governmental power, thus strengthening your ability to meaningfully participate and intervene in existing institutions.
3. Explain and deploy core political science concepts, including: capitalism, indigenism, sovereignty, state structures, and social movements.
4. Describe ways that historical political changes continue to shape current politics in Hawai'i.
5. Consider and appreciate Kanaka Maoli (Native Hawaiian) experiences and understandings of key political issues, such as sovereignty and land.
6. Reflect on your on-going responsibilities and passions for this place, Hawai'i nei.

In addition, this course meets the H-focus requirements, which include the following hallmarks:

1. The content reflects the intersection of Pacific Island cultures with Native Hawaiian culture.
2. This course uses class assignments and service learning opportunities to encourage learning that comes from the cultural perspectives, values, and worldviews rooted in the experience of peoples indigenous to Hawai'i and the Pacific.

3. The course includes the topics of militarization and sustainable island living, topics that are crucial to understanding the societal, political, economic processes of Hawai‘i in relation to the Pacific.
4. The course involves an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

### **Textbooks and Readings:**

Primary textbooks:

- *The Value of Hawai‘i: Knowing the Past, Shaping the Future*, edited by Howes and Osorio;
- *The Value of Hawai‘i, 2: Ancestral Roots, Oceanic Visions*, edited by Yamashiro and Goodyear-Ka‘ōpua; and
- Teaching Oceania Series: Volume 1 *Militarism and Nuclear Testing in the Pacific*, and Volume 3 *Health and Environment in the Pacific*, published by the Center for Pacific Island Studies, UHM.

Primary texts are available online via the UHM Library Portal: <http://library.manoa.hawaii.edu>.

Additional readings/videos are either available in the Course Reserves at Sinclair AV and/or posted in the Resources section on the course Laulima site.

### POLICIES

#### **Dialogue and Solidarity:**

You do not have to agree with your classmates or me 100% of the time, or at any time! But you do have to be willing to engage in dialogue, while remaining open to and respectful of others’ beliefs and opinions. Politics can arouse deep passions and emotions. These passions are powerful, and that power must be exercised with responsibility. We all must be mindful in our work and treat one another with aloha.

**Attendance and Tardies:** Students should be in class on-time. Points for in-class assignments on reading can only be earned if you are present. 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 special arrangements have been made ahead of time.

**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. (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.*

**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.

#### ASSIGNMENTS AND GRADING

##### **30% Politics of Place Group Presentation (100 pts)**

The class will be divided into five groups to research and report on a region of O‘ahu. Regions to select from include Mānoa/Waikiki, Kalihi, Pu‘uloa/Pearl Harbor, He‘eia/Kaneohe, Kailua, or Makaha/Wai‘anae. Your tour will draw upon the course themes and concepts to address issues and events that are affecting the people and the place you are reporting on. Groups will have class time to work on their project. In addition students are expected to spend time doing field research in their chosen ahupua‘a. The presentation should be 30 minutes and should include creative formats, including maps, audio recordings, diorama, video, skits, debates. Your presentation must be educational, helping the class better understand the place and how people in that place deal with pressing issues. You will present your Politics of Place Tour to the class at the end of the semester. Detailed instructions will be provided as the semester progresses.

##### **30% Individual Research Paper or Service Learning Journal (100 pts)**

You must either write a research paper or participate in the Mālama I Nā Ahupua‘a (MINA) program through the Civic Engagement and Service Learning project. The research paper or service learning journal is based on the work that you contribute to the Politics of Place Group Presentation. Details of each of the assignments are posted in the assignments section of Lulima. Final Papers are due December 15th at noon.

The service learning option requires that you participate in at least 20 hours of MINA service learning activities and submit at least four reports on your MINA service learning experiences plus a final reflection paper on insights gained by working in the field in a service-learning situation. There is an orientation scheduled for the program in the second week of class.

The research paper option involves writing a paper based on the research you contributed to the Politics of Place group presentation. The final paper should be a minimum of 2000 words. You are required to submit the paper in four phases. Each of the assignments helps you build your paper in a timely manner.

##### **20% Exams – Mid-term and Final (50 pts each = 100 pts possible)**

Exams include short answer definitions and essays, focusing on key concepts from readings and in-class discussions. You may use your own notes during exams but use of electronic devices not permitted.

##### **20% Participation/Attendance (50 points)**

Your attendance greatly impacts your learning experience, your classmates’ learning experience and the overall classroom dynamic. For the benefit of all, you must attend class regularly. You will be evaluated on the quality of your contributions to class discussions and activities, your use and incorporation of the readings into class discussions and activities, the quality of your contributions to pairs/group work, your completion of in-class assignments, and your in-class

Grading scale:	
97-100% = A+	77-79% = C+
94-96% = A	74-76% = C
90-93% = A-	70-73% = C-
87-89% = B+	67-69% = D+
84-86% = B	64-66% = D

demeanor demonstrated by active listening and meaningful engagement with your peers and the subject matter.

#### READING SCHEDULE:

Please read the assignments prior to class. Mid-term and Final Exams will be based on class discussion and these reading assignments. Assignments are subject to change. Weekly updates to assignments can be found in the syllabus tab on laulima.

#### **Week 1 Framing**

*Value of Hawai'i 1* "Introduction" (pages 1-7)

*Value of Hawai'i 2* "We Are Islanders"(pages 1-8)

*Na Kua'aina: Living Hawaiian Culture* by Davianna Pomaika'i McGregor (pages 1-48) (available online via UHM library)

#### **Week 2 Framing**

Holt, *On Being Hawaiian* (Sinclair course reserves)

Hauofa, "Our Sea of Islands" (laulima)

Kijiner, "Tell Them" (spoken word) <https://youtu.be/w9D88ST9qbw>

#### **Week 3 Politics of Place**

*Value of Hawai'i 2*

"Kalihi Calls: Storytelling and Community Health" (pages 60-67),

"Fishponds, Food, and the Future in Our Past" (pages 163-170 ),

"Te Lumanaki o Tokelau i Hawai'i" (pages 241-249),

"Praying for Mendedness" (pages 265-271),

"Pu'uhonua: Creating Places of Healing" (pages 274-279)

#### **Week 4 Governance**

*Hawai'i: Islands Under the Influence* "Chapter 6 Big Five Territory" (pages 69-91) (laulima)

*Value of Hawaii 1*: Coffman, "Reinventing Hawai'i" (pages 9-13)

*Value of Hawaii 1*: Osorio, "Hawaiian Issues" (pages 15-21)

#### **Week 5&6 Economics**

*Value of Hawai'i 1*- "The Economy" (pages 23-30)

*Value of Hawai'i 2* - "Alternative Economies for Alternative Futures" (pages 197-206)

"Beyond Hula, Hotels, and Handicrafts: A Pacific Islander's Perspective of Tourism and Development" by Konai Helu-Thaman (laulima)

#### **Week 6&7 Land and Water**

Who Owns the Crown Lands of Hawai'i by Jon Van Dyke (laulima)

Land and Power in Hawaii by Cooper and Daws, Chapter 3 The Land Use Commission (Sinclair reserves)

*Value of Hawai'i 1*: "Water" by D. Kapua'ala Sproat (pages 187-194)

#### **Week 8. Mid Term Review and Exam**

#### **Week 9&10 Militarism**

*Militarism and Nuclear Testing in the Pacific* Volume 1 of Teaching Oceania Series (e-book)

"Reading Paul Gaugin's *Noa Noa* with Epeli Hau'ofa's *Kisses in the Nederends*: Militourism, Feminism, and the "Polynesian" Body" by Teresia Teaiwa (Iaulima)  
"Lovely Hula Hands" by Haunani Kay Trask in *From a Native Daughter* (Iaulima)

### **Week 11&12 Island living in urban and rural environments**

*Health & Environment in the Pacific* Volume 3 of Teaching Oceania Series (e-book)

Chapter 3 "Contemporary Environmental Issues" in *Health & Environment in the Pacific* Volume 3 of Teaching Oceania Series (e-book) (pages 20-33)

Majuro Declaration on Climate Leadership (Iaulima resources)

*Value of Hawai'i 2*: "Urbanism as Island Living" by Sean Connelly (pages 88-99)

"Uncovering the Potential of Honolulu's Hidden Streams"

at: <https://nextcity.org/features/view/honolulu-sustainable-development-auwai-howard-hughes>

*Value of Hawai'i 2*: "Molokai Stories, Identity, and Kuleana" (pages 146-152)

### **Week 13 Postcolonial Futures**

"Waiwai (Abundance) and Indigenous Futures" by Mary Tuti Baker

"The Unholy Trinity, Plus One" by James Dator

### **Week 14&15 Politics of Place Presentations**

### **Week 16 Monday Review and Wednesday Final Exam**

**Final Paper due on scheduled final exam day**