

## Hallmarks

- 1) Content should reflect the intersection of Asian/Pacific Island cultures with Native Hawaiian culture
- 2) A course can use any disciplinary or multi-disciplinary approach provided that a component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai`i, the Pacific, and Asia.
- 3) Course should include at least one topic that is crucial to an understanding of the histories, or culture or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions; for example the relationships of societal structures to the natural environment
- 4) A course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding

Week	Material or Activity	Indigenous Voice (Hawaiian)	Indigenous Voice (Asian or Pacific Islander)	Hallmark(s) Touched Upon	How Intersection is Highlighted and Analyzed
1	Map of the Pacific		Pacific Islander political entities	1	The current political organization of Pacific countries is featured in relation to Pacific Islander history and indigenous historical relationships across the Pacific. Students are shown the location of current Pacific Islands states to help lay the foundation for further study of interrelationships between Hawaiians and other Pacific and Asian peoples.
1	Reading and Map on Lapita peoples and their migration, Lecture on Lapita People, Kon Tiki and archaeological tracking of Polynesian ancestry and migration	Inclusion of chapter and maps from work of Isabella Abbott, Hawaiian botanist	Lapita People as early ancestors of Polynesian People	1, 3	Pacific Migration Theories and Scientific explanations of Polynesian migration are examined
1	Reading on Origins of Polynesian culture emanating from Tahiti		Voice of a Maori scholar on Polynesian religions and origins (Sir Peter Buck)	1, 2, 3, 4	Comparative analysis foundation is laid. Many of the Gods that comprise Tahitian creation stories have the same name and power as Hawaiian Gods. Students learn the comparative aspects evident between Tahitian origin stories and Hawaiian and Maori stories
1	Reading on Hawaiian navigation	Inclusion of Nainoa Thompson's personal accounts and reflections on his Pacific voyages		1	Students learn about Hawaiian navigation through first hand accounts by the most prominent navigator from Hawai'i Students also learn how Hawaiian navigation was revived through our relationships with other Polynesians and Micronesians

1	Video on Micronesian and Polynesian Navigators	Inclusion of Hawaiian navigator voices, Nainoa Thompson	Inclusion of Micronesian navigator Mau Pialug	1, 2, 3, 4	The Micronesian traditions of navigation on Satawal are analyzed and discussed in relation to their influence on the rebirth of Hawaiian navigation
1	Reading on Hawaiian Origins and Traditional Metaphors, lecture on Hawaiian chiefly society and classes	Hawaiian writer (Kame`eleihiwa) on Hawaiian Origins and		2, 3, 4	This reading explains Hawaiian cosmology, Hawaiian sense of place in the universe, and Hawaiian values on genealogy, the land, and relations between the Gods, chiefs and commoners
1	Reading and lecture on Maori society and culture, family, class and chiefly relationships		Maori writer (Ranginui Walker) detailing Maori traditional life, clan and class structure and relationships	1, 2, 3, 4	This reading allows for comparative analysis across three Polynesian cultures (Maori, Hawaiian and Tahitian) with regard to family structure, class relationships, cultural practices and values
1	Video Presentation on Hawaiian Maka`ainana society before the coming of the gods (read as coming of the chiefs and the kapu)	Hawaiian Kumu Hula on life on Moloka`i before the chiefs as ruled by the `Aha Councils		2, 3	Students learn about maka`ainana life before the chiefly kapu system. They can then compare this to earlier Tahitian stories where this difference is spoken of in terms of the coming of the 'gods'
2	Class Presentation and work on Polynesian Linguistic Comparison Chart	Hawaiian Language basics analyzed	Marquesan, Tongan, Maori, Samoan, Tahitian, Tuamotuan, Rarotongan Language Basics analyzed	1, 2, 3, 4	Students get to learn linguistic relationships between Polynesian peoples of the Pacific through both similar and varying terminologies used and spellings.
2	Reading and Lecture on the role of Language as a		African writer's discussion of	4	Students get to consider and African case where the abolition of language

	carrier of culture (Ngugi Wa Thiongo)		importance of Gikuyu to his peoples cultural survival		was resisted and the case for the importance of language revitalization is clearly laid out. Thy then get to decide if any of these issues relate to Hawaiian language issues.
2	Reading and Lecture on History of Hawaiian Language in the Hawaiian Kingdom the Republic of Hawaii society and courts and the revitalization of the Hawaiian Language through the creation of immersion schools in the 1980's	Hawaiian Lawyer (Nahoa Lucas), details history through this article	Reference to Hawaiian revitalization is credited to modeling after Maori initiatives on Language	1, 3	This section will involve an analysis of the legal history of the suppression of the Hawaiian language, and a concurrent cultural move necessary to enact the legal suppression. It also highlights Hawaiian language revitalization from the 1980's to current efforts and the Maori models from which Hawaiians have drawn.
2	Reading and class discussion on the evolution and sustaining power of Pidgen in Hawai`i		Local Asian voice on history and importance of Pidgen in Hawai`i	1, 2, 3, 4	The intersection of Asian, Hawaiian and European cultures is studied by the class through the development and use of both creole and pidgen languages in Hawai`i. Students will study this through the article and through in class exercises.
3	Reading and class assignment on the Hawaiian creation chant, the Kumulipo	Hawaiian writer (Lilikala Kame`eleihiwa) on the importance of the Kumulipo		2, 3	In depth analysis of a Hawaiian creation chant will be studied in terms of Hawaiian knowledge of science, evolution, plant and animal interrelationships. The cultural ties that Hawaiian have with land; plants and animals in terms of genealogy will also be examined.
3	Student Presentations on eight of the major Hawaiian Gods (Ku, Kane, Kanaloa, Lono, Pele, Haumea, Hi`iaka,	Hawaiian writer (June Gutmanis) on the major Gods		2, 3	Introductory presentations by students on the basic major Gods in Hawaiian culture will reveal more about Hawaiian religious beliefs, and relationships to land and nature.

	Kamapua`a)				
3	Reading and Lecture on the Hawaiian spirit world and Hawaiian Places of worship	Hawaiian writer on these matters (Samuel Kamakau)		2, 3	In depth class discussion about Hawaiian concepts of the spirit realms and Hawaiian religious practices will also be augmented by personal stories and knowledge.
3	Reading and Discussion comparing and contrasting Maori and Cook island religions with Hawaiian		Maori writer (Ranginui Walker) on religion and a Cook Island writer (Kauraka) on religion	1, 2, 3, 4	Students can compare similarities between Hawaiian, Maori and Cook Islander religious figures and practices and differences.
4	Class work and discussion on Hawaiian concepts of Space, Direction and Divisions of Aina	Hawaiian writings by Davida Malo and Samuel Kamakau on Hawaiian ways of looking at the world		2, 3	Students get a chance to fill out worksheets and do class collaborative exercises where they can learn Hawaiian concepts of space and direction
4	Reading, discussion and lecture on features of the Ahupua`a	Writing by Marion Kelly detailing features and advantages of Kalo pondfield system and fishponds		2, 3	Through class discussion and lecture students will learn about the Ahupua`a and the details about two innovative ways to increase food productivity on an island, the pondfield and the fishpond.
4	Class worksheets on Moon cycle and major plants used in traditional Hawaiian culture	Work of Hawaiian botanist Isabella Abbott is used and a chant for learning the moon cycle written by Lilikala Kame`eleihiwa		2, 3	Through class presentation and the learning of a chant students will learn about plants important to Hawaiian cultural life and the moon cycle that guided planting and growing practices.
4	Worksheet and website on He`eia fishpond	Mahina Paishon, kahu of the He`eia fishpond created and speaks in video		2, 3	Student will get to use an innovative internet tool for learning more detail about the most important fishpond in his or her own Ahupua`a, He`eia

		excerpts on Loko ʻĀ o Heʻeia it's history, use and form			fishpond. A greater understanding of the workings and history is learned and perhaps interest for a work dy.
4	Reading (David Robie) , class discussion and lecture on pacific wide environmental issue of nuclear testing, nuclear waste disposal and transport through the Pacific	Some Hawaiian voices and discussion of Hawaiian roles in the broader organizing of the Nuclear Free and Independent Pacific movement	Fijian, Palauan and Vanuatu voices on the on nuclear issues in the Pacific	1, 2, 3, 4	Students will get to learn the history of nuclear testing in the Pacific; Pacific Islander responses and Hawaiian involvement in the Nuclear Free and Independent Pacific Movement
4	Reading (Jonathan Adams) and class discussion on global warming, rising sea levels and the Pacific		Voices from Samoa, Tuvalu, Kiribati and the Marshall Islands are quoted and referenced	1, 2, 3, 4	Students will enter the discussion taking place throughout the Pacific on global warming and rising seal levels and be tasked with imagining the fallout in Hawai`i and the responses necessary.
5	Role playing using a Hawaiian play on contemporary Hawaiian issues	Works of Hawaiian Playwrights Alani Apio and Victoria Kneubhul		2, 3	Analysis of modern Hawaiian political and cultural issues will be conducted through student roles as actors in scenes from Hawaiian playwrights.
5	Reading and class discussion on Hawaiian art aesthetic	Hawaiian artist and writer Mahealani Dudoit speaks to Hawaiian art and aesthetic		1, 2, 3	Ideas about Hawaiian art and aesthetic will be discussed, and the relationship that a resurgence in Hawaiian art has to other Pacific peoples' art and aesthetic.
5	Website worksheet on Hawaiian Tattooing	Hawaiian writer follows resurgence of traditional tattooing in Hawai`i: Keoni Nunes speaks about his craft	Marquesan and Maori Tattooing referenced in relation Hawaiian recovery of the art	1, 2, 3, 4	Lecture, discussion and display of Hawaiian Tattoo resurgence and design will be addressed by students, and distinction between Hawaiian 'Kakau' and other Polynesian designs.
5	Reading, class discussion and lecture on the rise of	Reading used by Hawaiian historian		2, 3	Student discussion and lecture on the rise of Kamehameha I, and what it took

	Kamehameha I	and archaeologist Ross Cordy			for him to gain control of Hawai`i Island will also be done through a mapping exercise.
5	Reading and class analysis of first Constitutions of the Hawaiian Kingdom, and Hawaiian state recognition	Original Hawaiian Kingdom constitutions, and a reading by writer Albert Judd on Hawaiian state recognition		2, 3	By examining primary source material discussion will take place concerning the transition from a traditional chiefly system to a form of constitutional monarchy.
5	Class lecture based on reading of the Mahele	Hawaiian Kingdom government document detailing history of Hawaiian land tenure		2, 3	Primary source material will augment the discussion of one of the more complicated issues in Hawaiian history. Student understanding will be checked through a class enactment of a land claim process scenario.
5	Reading, class discussion and Class lecture on the rest of the Kamehamehas and Kalakaua	Reading from Hawaiian historian Noenoe Silva	Discussion on Polynesian Confederation attempted by Kalakaua and the relationship between Kalakaua and Asian countries that laid the groundwork for labor importation	1, 2, 3, 4	Class lecture and discussion on the Hawaiian Kingdom years through Kamehameha IV and V, Lunalilo and Kalakaua, including a discussion on the development of contract labor in Hawaii under Kalakaua and the tensions that arose surrounding this and an exercise involving student ethnicity and history related to thee moments in history.
6	Reading on the civil strife leading up to and including “the Overthrow” of the Hawaiian Monarchy	Reading by Historian Tom Coffman		2, 3	Class discussion on the events of the Overthrow and its relevance today
6	Reading, class discussion and lecture on establishment of the	Reading by Historian Tom Coffman		2, 3	Class discussion on the events of the Overthrow and its relevance today

	Republic of Hawaii and US annexation				
6	Reading, class discussion and lecture on American Occupation of Hawai`i since 1898	Reading by Hawaiian scholar Keanu Sai		2, 3	Class discussion on US history with Hawai`i and student ideas about the future and current day issues.