HISTORY 285: ENVIRONMENTAL HISTORY OF HAWAI’I
3 CREDITS, CRN 64398

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EFFECTIVE DATE: Spring 2017

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

History 285 investigates human interactions with the natural world in the Hawaiian Islands. It is interdisciplinary, drawing insights from history, geography, anthropology and the natural sciences. Topics covered will include island biogeography and evolution; the natural and human histories of Hawai‘i; Hawaiian and American attitudes toward the environment; the impact of introduced diseases, plants and animals in Hawai‘i. This course is designated Writing-Intensive.

Activities Required at Scheduled Times Other Than Class Times
A Community Service Learning Day is required either on your own or with our group. There is a 500-word minimum experiential summary write-up for 10 points extra-credit. The student-teacher conference associated with the semester project is MANDATORY (scheduled individually).

PREREQUISITES

Completion of English 100.

STUDENT LEARNING OUTCOMES

1) Describe cause and effect relationships in the interaction between humans and their environment.
2) Explain how global processes are impacted as humans, plants, animals and diseases move around the world.
3) Embrace traditional Hawaiian attitudes toward nature.
4) Discuss the evolution of American attitudes toward nature.
5) Evaluate historical events specific to Hawai‘i and the Windward side of O‘ahu that have impacted and threatened biodiversity.
6) Identify and discuss current issues of environmental degradation and civic conservation using a historical perspective.

**COURSE CONTENT**

The American Society for Environmental History describes environmental history as follows:

- The study of human interactions with the natural world over time.
- It seeks to understand how nature enables and sets limits for human actions; how people modify the ecosystems they inhabit; and how different cultural conceptions of the non-human world profoundly shape beliefs, values, economies, politics and cultures.
- It is interdisciplinary, drawing insights from history, geography, anthropology, the natural sciences, and many other disciplines.

History 285 will apply the ideas of environmental history to the Hawaiian Islands. The course will start with a discussion of the natural history of Hawai‘i. Principles of island biogeography will be used to explain how the isolation of these islands made them natural laboratories of evolutionary extravagance and a fragile home to a multitude of endemic life forms. Alfred Crosby’s book *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*, will be used to illustrate some basic principles of environmental history and explain how the movement of European plants, animals, and diseases contributed to both the success of European expansion and problems here in Hawai‘i. The focus will then shift to Hawaiian attitudes toward nature before European contact and contrasting western/American attitudes and their impact. Finally, specific events in the history of Hawai‘i will illustrate the connection between human actions and environmental change with examples from the history of Hawai‘i in general and the windward side of O‘ahu in particular.

Completion of this course fulfills an elective requirement for the AA Degree at Windward Community College and a Writing-Intensive requirement for the AA Degree and the B.A. degree at the University of Hawai‘i Manoa.

**UH SYSTEM HALLMARKS OF WRITING INTENSIVE COURSES**

1. The course uses writing to promote the learning of course materials. Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.

2. The course provides interaction between teacher and students while students do assigned writing. In effect, the instructor acts as an expert and the student as an apprentice in a
community of writers. Types of interaction will vary. For example, a professor who requires the completion of one long essay may review sections of the essay, write comments on drafts, and be available for conferences. The professor who requires several short papers may demonstrate techniques for drafting and revising in the classroom, give guidance during the composition of the papers, and consult with students after they complete their papers.

At least one student-teacher conference on a writing assignment is required in writing intensive courses.

3. Writing contributes significantly to each student's course grade. Writing assignments must make up at least 40% of each student's course grade.

4. The course requires students to do a substantial amount of writing—a minimum of 4000 words, or about 16 pages. This may include informal writing. Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, or reaction papers, etc. In-class exams and drafts are not counted toward the 4000-word minimum. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students. Professors who team teach or who are assisted by a teaching assistant may request that the enrollment be higher as long as a 20-to-1 student to faculty ratio is maintained.

### COURSE TASKS

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<tr>
<th>Task</th>
<th>Points</th>
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<tr>
<td>Quizzes: 5 Quizzes x 30 points each</td>
<td>150</td>
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<tr>
<td>Final Assessment</td>
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<tr>
<td>Discussion Forums (250-word min): 15 Forums (+Intro) x 10</td>
<td>150</td>
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<td>Semester Project on an Ahupua‘a in Hawai‘i</td>
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<td>Scaffolded Assignments: 10 Assignments x 5</td>
<td>50</td>
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<tr>
<td>Written Report (1,500 word-min + required Teacher conference)</td>
<td>50</td>
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<td>Online Visual Presentation</td>
<td>50</td>
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<td>Service Learning Experience (must be pre-approved by Instructor)</td>
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<td>Fieldwork (*At least 1-day of community environmental service)</td>
<td>25</td>
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<tr>
<td>Discussion Forum (500-word min)</td>
<td>25</td>
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<td>Total</td>
<td>500</td>
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### COURSE ASSESSMENT

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<th>Grade</th>
<th>Point Range</th>
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<tr>
<td>A Excellent achievement</td>
<td>450 to 500 points</td>
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<tr>
<td>B Above average achievement</td>
<td>400 to 449 points</td>
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<tr>
<td>C Average achievement</td>
<td>350 to 399 points</td>
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<td>D Minimal passing achievement</td>
<td>300 to 349 points</td>
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F  Less than minimal passing achievement  Below 300 points

N  The “N” grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies.

LEARNING RESOURCES
Required Books:

Crosby, Alfred W.

Culliney, John L.
Islands in a Far Sea: The Fate of Nature in Hawai’i. Revised Edition.

Kapulani Landgraf (Author, Photographer), Mark Hamasaki (Photographer)

Online Readings:

Devaney, Dennis M., Marion Kelly, Polly Jae Lee, Lee S. Motteler.
Kane‘ohe: A History of Change.

Various PDF Documents as Assigned (See Syllabus & Announcements Tab)

DISABILITIES ACCOMMODATION STATEMENT
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ʻAkoakoa 213 for more information.

TOWARD A SUCCESSFUL SEMESTER

Learning about Hawai’i’s environmental history should be both fun and interesting. My job is to help that happen, but it will only happen if you are in class to participate. Attendance is taken and counts toward your grade. Prepare before each class by reading the assignments in the course schedule. This will help you to understand the lectures and enable you to participate in
class discussions. If you have any problems with reading, note taking, assignments or organization in general please see me.
CLASS SCHEDULE: Environmental History of Hawai‘i

E = Ecological Imperialism
C = Islands in a Far Sea
K = Kāne‘ohe, A History of Change
L = Lūluku Wale E

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<tr>
<th>Date</th>
<th>Topic</th>
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<td>Unit I: SustʻĀINAbility in an Island Environment</td>
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**Introduction: Who Are You based on Where You Are From?**

**Module 1:**
Introduce yourself and tell us who are you based on where you are from! Feel free to record a video introduction and upload it to the discussion forum so we get to meet each other, or just write your intro on the forum if you prefer. Also, please review the PowerPoint slideshow lectures and then engage in the online discussion Forum #1 relating to the lectures by answering the questions by Wednesday, and commenting on at least two other student discussion entries that interest you by Friday. Mahalo for being professional in your responses. All assignments for the week are due by Sunday night.

**Lectures:**
(PPT) SustʻĀINAbility; Biophysical Wellness in Hawaiʻi,
(PPT) He Hawaiʻi Au: Pacific Islander Protocol in a Dynamic World

**Readings:**
Read Johnson, 2008, pp. 1-18 (PDF); Stewart, Names on the Land (PDF)

**Project Assignment #1 (250-word minimum):**
Read Project description and choose a place in the islands that you are passionate about, an ahupuaʻa. Tell us about this place and what it means to you—why is it an important place to share with us? Why is it an important place to nurture, protect, and preserve?

**Discussion Qs Forum #1 (250-word minimum):** How would you describe the relationship that Hawaiians had with their natural environment? How does that differ from western attitudes toward nature? Is Hawaiʻi at the “Environmental Crossroads?” Are our efforts working? What does sustʻĀINAbility mean to you?

**Module 2:** Pacific Islands Geology
This module covers the Geology of the Hawaiian Islands from both a western natural science perspective as well as a Hawaiian perspective, and introduces us to our textbook by John Culliney, entitled Islands in a Far Sea. Please read Chapter 1 (Out of the Earth), and then engage in the online discussion Forum #2 relating to the chapter and PowerPoint by answering the questions by Wednesday, and commenting on at least two other student discussion entries that interest you by Friday. All assignments for the week are due by Sunday night.

**Lectures:**
PPT – Hawaiian Mythology of the Landscape: Voyagers & Volcanoes

**Readings:**
Setting the Stage – Pacific Islands Geology  C – Chapter 1
Project Assignment (250-word minimum): Describe the geological history of your chosen place. Start macro with a short mention of the forces that created this island chain, your chosen island, and finally, what processes carved out the geologic features within your ahupua’a. Find or create a map that displays the modern and Hawaiian (if they differ) names of these features such as mountain peaks, ridges, unique geologic features, cliffs, coastlines, and beaches. Are there named areas or regions within your ahupua’a that help to describe these places? Provide the map, then list these features and describe them to us in paragraph form. These assignments will be scaffolded and built into your final paper, which will serve somewhat as a narration to your project artifact (a visual presentation such as a PPT or Prezi, or even a webpage!

Discussion Qs (250-word minimum): Describe Pacific Islands geology as shared by Culliney. How has our understanding of plate tectonics changed in the last several decades? Now discuss Hawaiian concepts of island geology as expressed through their myths and legends. What does the UH Volcanologist Donald Swanson have to say about the epic saga of Pele and her family? How do the stories support the science? How does the science support the metaphors woven into the stories?

Unit II: Island Evolutions & Ecosystems

Module 3: Western:Hawaiian Evolutionary Tales
This module covers evolution in general through Chapter 2 in Culliney, as well as evolution in Hawai‘i by looking at Chapter 15 about the evolution of Bugs and Snails in Hawai‘i. Please read Chapter 2 (From the Forces of Life) and Chapter 15 (Insects and Snails: Evolutionary Tales), and then engage in the discussion relating to the chapters and Powerpoint by answering the questions by Wednesday (250-word minimum), and commenting on at least two other student discussion entries that interest you by Friday. All assignments for the week are due by Sunday night.

Lectures: PPT – Hawaiian Concepts of Evolution: The Kumulipo
Readings: Evolution in General C - Chapter 2
          Evolution in Hawai‘i - Bugs and Snails C – Chapter 15

Unit I Quiz: Please do the online quiz relating to Unit I; due by Sunday night

Discussion Qs (250-word minimum): Describe evolution in general as discussed by Culliney in Chapter 2, then describe Hawaiian concepts surround evolution and the relationship of all things as presented through the Hawaiian creation chant called the Kumulipo. Do they correlate? How similar or different is the order of the species described in the Kumulipo from the evolution of the species described by western science?

Module 4: Island Biogeography
This module covers general Island Biogeography, a term relating to the dispersion of species across the landscape, as well as Biogeography in Hawai‘i. Please read Culliney Chapter 3, and then engage in the online discussion Forum #4 relating to the chapter and Powerpoint by
answering the questions by Wednesday, and commenting on at least two other student discussion entries that interest you by Friday. All assignments for the week are due by Sunday night.

Lectures: Instead of a PPT, go to the webpage: https://coastalscience.noaa.gov/project/marine-biogeographic-assessment-hawaiian-islands/ to learn about NOAA’s efforts to catalog the Marine Biogeography of the Hawaiian Islands, then go to the interactive map created by them and take the time to research the biogeography of your ahupua‘a: http://noaa.maps.arcgis.com/apps/webappviewer/index.html?id=835a1ded67ab488bb18ce50f7e09424c

Readings: Island Biogeography C – Chapter 3 https://www.britannica.com/science/biogeography http://www.islandbiogeography.org/ (read the homepage & check out their work) PDF: Marine Biogeographic Assessment of the Main Hawaiian Islands

Project Assignment (250-word minimum): Describe the biogeography of your chosen island. What flora and fauna exist there today? How about the marine waters, what kind of plants and animals do you find along the coastlines and offshore? Research the Hawaiian knowledge about your island concerning what kinds of plants and animals were prevalent in ancient time… Do these resources still exist today?

Discussion Qs (250-word minimum): After doing the readings and surfing the websites about the subject, may I ask, What is Island Biogeography? Describe the biogeography of Hawaiian Islands and cite examples of interest to you that you have found through your readings and outside sources about the similarity and differences of biogeography between different island archipelagos.

Module 5: Hawaiian Islands Biogeography
This module covers the unique bio-geographical evolution of our archipelago’s bird species, and their ultimate decimation over time as Hawaiians and later foreigners impacted their populations and environments. Here we also move into the realm of Ecological Imperialism in general by utilizing the example of Birds in Hawai‘i--truly a tragic tale to tell... Please read Culliney Chapter 14 (Dying Songs: Hawai‘i’s Forest Birds) as well as Chapters 1 & 2 in Alfred W. Crosby's Ecological Imperialism, then engage in the online discussion Forum #5 relating to the chapter and PowerPoint by Wednesday, and commenting on at least two other student discussion entries that interest you by Friday. All assignments for the week are due by Sunday night.

Lectures: Video: TBA
Readings: Hawai‘i’s Natural History – Birds C – Chapter 14
Ecological Imperialism – General Principles E – Chapters 1 & 2
Kaneohe, A History of Change K – Pp. 159-160 (PDF)

Project Assignment (250-word minimum): Describe the biogeography of your chosen ahupua‘a. What flora and fauna exist there today? How about the marine waters, what kind of plants and animals do you find along the coastlines and offshore? Research the Hawaiian knowledge about
your ahupua‘a concerning what kinds of plants and animals were prevalent in ancient time… Do these resources still exist today?

Discussion Qs (250-word minimum): How has Hawaiian Islands’ biodiversity been impacted over time? Describe the major points along the plight of the Hawaiian birds’ story, from amazing evolutionary adaptation to extinction. Can you name another example of a native animal with a similar tale?

**Unit III: Ecological Imperialism**

**Module 6: Tales of Ecological Imperialism**
This module covers examples of ecological imperialism, looking at both positive and negative examples of man's interactions with nature and how it impacted the biophysical landscape. Please read in this order, Chapters 3 & 6, then Chapter 4 in Crosby's *Ecological Imperialism*, and then engage in the online discussion Forum #5 relating to the chapter and Powerpoint by answering the questions by Wednesday, and commenting on at least two other student discussion entries that interest you by Friday. All assignments for the week are due by Sunday night.

Lectures: TBA  
Readings: Ecological Imperialism – Negative Examples E – Chapters 3 & 6  
          Ecological Imperialism – A Positive Example E – Chapter 4  
**Unit II Quiz:** Please do the online quiz relating to Unit II; due by Sunday night

Discussion Qs (250-word minimum): Discuss Ecological Imperialism using the positive and negative examples given in the readings. What is it? Who is responsible for it? Knowing what we know now, should this practice continue—regardless of the positive or negative effects? Can we stop it, or undo what has been done.

**Module 7: The MOOOOOovement of Domesticated Plants & Animals**
Western imperialism was not limited to the movement of people around the world for resource acquisition and nation building, because they brought their domesticated livestock, their ornamental plants—as if to ease their life in a new world. Inadvertently, they also brought their dis-eases to new lands where native populations had no previous exposure. These native populations were decimated by these diseases, as seen in Hawai‘i with the small pox epidemic. Please read in this order, Chapters 3 & 6, then Chapter 4 in Crosby's *Ecological Imperialism*, and then engage in the online discussion Forum #7 relating to the chapter and Powerpoint by answering the questions by Wednesday, and commenting on at least two other student discussion entries that interest you by Friday. All assignments for the week are due by Sunday night.

Lectures: TBA  
Readings: Plants & Animals E – Chapter 7 & 8  
          Cattle in the Forest K – Pp. 70-78 (PDF)  
          Ills E – Chapter 9  
          K – Pp. 7-19 (PDF)
Project Assignment (250-word minimum): How did domesticated plants and animals impact your ahupua’a? What made these species of plants and animals proliferate there, how did they affect the history of that place, and are these species still residing there today?

Discussion Qs (250-word minimum): How did domesticated plants and animals impact the Hawaiian Island archipelago? Why were various species of plants and animals brought to Hawai’i? Choose an example of one domesticated plant and one domesticated animal, and share their story of arrival and invasion into our native ecosystems.

**Unit IV: The Environmental History of Hawai’i**

**Module 8: Primeval Hawai’i**
What did these islands look like before human contact? Can you visualize it? This module reveals Primeval Hawai’i through the biological evidence found in the archeological record—from core samples of pollen to bones of extinct birds, Culliney weaves a visual tapestry of Hawai’i before human contact, a Hawai’i that has changed drastically over time since humans arrived. Please read Culliney Chapter 18: Primeval Hawai’i and then engage in the online discussion Forum #8 relating to the chapter by answering the questions by Wednesday, and commenting on at least two other student discussion entries that interest you by Friday. All assignments for the week are due by Sunday night. Mahalo!

Lectures: TBA
Readings: Primeval Hawai’i C – Chapter 18

**Unit III Quiz:** Please do the online quiz relating to Unit III; due by Sunday night

Discussion Qs (250-word minimum): Visualize and describe Primeval Hawai’i, before human contact, based on your readings. What did you know? What did you learn? What surprised you?

**Module 9: Malama ʻĀina**
How did Hawaiians improve, impact, and nurture their resources to create a sustainable living space… The module covers the concept of Malama ʻĀina in a Hawaiian way, looking at pre-contact Hawai’i and the landscape that formed from these agriculturally savvy people. We should also ask what impacts did the Hawaiians have on this primeval landscape? Please read Culliney chapter 19 and then engage in the online discussion Forum #9 relating to the chapter by answering the questions by Wednesday and commenting on at least two other student discussion entries that interest you by Friday. All assignments for the week are due by Sunday night.

Lectures: TBA
Readings: Malama ʻĀina C – Chapter 19
  ʻĀina and Ahupua’a Kirch Article – TBA
  K – Pp. 1-6; 35-42; 139-155

Project Assignment (250-word minimum): What were the settlement patterns and land use of Hawaiians within your ahupua’a? How did Hawaiians improve, impact, and nurture their
resources to create a sustainable living space? What impacts did the Hawaiians have on the primeval landscape that you described in your last project assignment?

Discussion Qs (250-word minimum): How did Hawaiians improve, change, and nurture their resources to create a sustainable living space as an island chain? On your chosen island? What impacts did the Hawaiians have on this primeval landscape? Cite an example that interested you from the readings.

Unit V: Rapid Change & Urbanization

Module 10: Western Attitudes toward Nature
How did Western attitudes toward nature affect the Hawaiian Islands? Whereas Hawaiians lived within nature, that is to say without iron and other man-made materials, Westerners tend to box out nature, choosing a conditioned environment that protects from the natural elements. This kind of perspective then plays out towards removing nature to allow for an urban environment to thrive, and usually justified through arguments for resource acquisition. Please read Culliney Chapters 19 & 20 and then engage in the online discussion Forum #9 relating to the chapter by answering the questions by Wednesday, and commenting on at least two other student discussion entries that interest you by Friday. All assignments for the week are due by Sunday night.

Lectures: TBA
Readings: Western Attitudes toward Nature C – Chapter 20
L – TBA

Unit IV Quiz: Please do the online quiz relating to Unit IV, due by Sunday night.

Discussion Qs (250-word minimum): How did Western attitudes toward nature affect the Hawaiian Islands? What was the cause of this attitude towards the natural world?

Module 11: Colonial Hawaii‘i
Examples of mass resource acquisition for short-term gain in Hawaii‘i are seen through the early start of the Sandalwood trade. It is said that the first voyagers arriving in Hawaii‘i could smell the sweet scent of Sandalwood before the islands had even emerged from the horizon! Please read Culliney Chapter 5 and then engage in the online discussion Forum #11 relating to the chapters by answering the questions by Wednesday, and commenting on at least two other student discussion entries that interest you by Friday. All assignments for the week are due by Sunday night.

Lectures: TBA
Readings: The Sandalwood Trade K – Pp. 88-89
Ali‘i in Two Economies - Whaling C – Chapter 5
L – TBA

Project Assignment (250-word minimum): Did the sandalwood trade and/or whaling industries affect life in your ahupua‘a? If so, how was the environment on your chosen ahupua‘a impacted from these industries? Also, is there any specific Hawaiian knowledge about, either sandalwood,
and/or whales, within or offshore of your ahupuaʻa? What can you learn about your place from this knowledge?

Discussion Qs (250-word minimum): How did the sandalwood trade and whaling industries affect life in the Hawaiian Islands? How was the environment on your chosen island impacted from these industries? Please research Hawaiian knowledge about both sandalwood, and whales, and share with us what you found. How do Hawaiian attitudes differ from western attitudes towards this plant and animal?

**Module 12: Kūleana**

What is kūleana? This module looks at the early to mid-1800s, and in particular, the results of a single act of western imperialism that changed the future of Hawaiʻi—the privatization of land. With the ability for foreigners to purchase land fee-simple came new economic opportunities from not only harvesting resources from the landscape, but repurposing giant tracts of land for agriculture by stripping them of all surface vegetation, terrain, and archeology that may have been there, and the sugar industry began. Please read Culliney Chapter 13 and then engage in the online discussion Forum #12 relating to the chapter by answering the questions by Wednesday, and commenting on at least two other student discussion entries that interest you by Friday. All assignments for the week are due by Sunday night.

**Lectures:** PPT - Ka Wai Ola a Kāne

**Readings:**
- The Great Mahele and Its Consequences / Kahana K – TBA
- Heʻeia/Lūluku/Hakipuʻu L – Introduction
- Sugar Plantations and Sugar Water C – Chapter 13

**Project Assignment (250-word minimum):** Research and discuss the Land Grants and Land Commission Awards in your ahupuaʻa. What was the settlement pattern at the time of the Mahele based on this information? Can you deduce any knowledge about your ahupuaʻa from the family names and place names mentioned in the LCA records? Do the families mentioned still live there on their kuleana lands?

**Teacher-Student Conferences this week! Must be accomplished by Friday.**

Discussion Qs: It was a British naval captain who set this act in motion, and it resulted in King Kamehameha III’s famous speech on Restoration Day, July 31, 1843, when he uttered the words “Ua mau ke ʻea o ka ʻāina i ka pono.” He did honor land tenure through a registration process that set up Land Commission Awards and Grants to aliʻi who held large tracts of land. However, the implementation of what became known as the Mahele did not always favor the people of the land. It also broke down the cultural root of Hawaiian families who had a long time association with place through the ahupuaʻa system, leaving individuals with small parcels directly connected to their work and inheritance through the generations. What were the long term impacts of land use and family structure that arose from the privatization and redistribution of land during the Mahele? Did the Mahele personally affect your family in any way? Do you reside on kuleana lands owned by your ancestors? Or perhaps another person’s ancestors, do you live on or own a Land Commission Award? Explain…

**Unit VI: Globalization: Mālama Honua**
Module 13: Oceanic Impacts of Urbanization & American Forestry Efforts in Hawai‘i

How did all of these changes such as urbanization and the growth of a market economy effect the coastlines and forests of Hawai‘i? What were the impacts of clearing the land and the people of the land through both land purchase and urban migration? Please read Culliney Chapters 11 & 12, and *, and then engage in the online discussion Forum #13 relating to the chapters by answering the questions by Wednesday, and commenting on at least two other student discussion entries that interest you by Friday. All assignments for the week are due by Sunday night.

Lectures: TBA
Readings:
- Coasts of Change: Coral Reefs C – Chapter 11
- Forests - Progressive Forestry & the CCC C – Chapter 12
- K – Pp. 89-94

Project Assignment (250-word minimum): How did all of these changes such as urbanization and the growth of a market economy effect your ahupua‘a? What were the impacts of clearing the land and the people of the land through both land purchase and urban migration in your chosen place? Have American forestry efforts impacted your ahupua‘a?

Discussion Qs (250-word minimum): How did all of these changes such as urbanization and the growth of a market economy effect the coastlines and forests of Hawai‘i? What were the impacts of clearing the land and the people of the land through both land purchase and urban migration?

Module 14: Invasion of Non-Native & Concrete Jungles: Environmental Degradation

From the mountaintops to the coral reefs, all the islands were ecologically and physically impacted by the swift changes that had occurred over a century of western imperialism and an economic attitude towards nature that accepted such massive change without regard for the long-term impacts on the environment. Such an attitude seems unjustifiable, and yet, it happened—the extinction of species, eutrophication of offshore reefs, overfishing, the buttressing of our coastlines, massive changes in the landscape created by the introduction of non-native trees, both through Progressive Forestry, and again following the exit of the military after WWII. The Hawai‘i we know is not what it once was. Please read * and then engage in the online discussion Forum #14 relating to the chapter by answering the questions by Wednesday, and commenting on at least two other student discussion entries that interest you by Friday. All assignments for the week are due by Sunday night.

Readings:
- Land and Power in Hawai‘i K. – Pp. 189-207
- Current Environmental Problems K – Pp. 95-110
- Invasive Species: Plants & Animals
- Climate Change & Sea-Level Rise Online Reader TBA
Project Assignment (250-word minimum): What does the future hold for your ahupua‘a? How has climate change and sea level rise affected the geography and biology of your chosen landscape?

Discussion Qs (250-word minimum):

Module 15:  Aloha ʻĀina & Our Hope for the Future of Hawaiʻi Nei

So we must ask ourselves, what are we doing now to curb this rapid rate of environmental change occurring in Hawaiʻi? What efforts are we making to restore landscapes impacted by western attitudes towards nature, and preserve the valuable resources that are still intact? Moreover, how will we deal with the effects of global warming as sea-level rises along our coasts—Kakaʻako seems like it is sinking! As we wrap up our semester we look to each other to learn more about the environmental histories of specific places along our island chain. We might come to realize that it is us who must work towards sust‘ĀINAbility if we are to find hope and retain a future here in Hawaiʻi nei. Please tell us about your service learning experience for your discussion by answering the questions by Wednesday, and commenting on at least two other student discussion entries that interest you by Friday. All assignments for the week are due by Sunday night.

Lectures:  Semester Project & Service Learning Sharing: Huakaʻi o Hawaiʻi Nei!
Readings:  Current Environmental Solutions & Restoration  C – 21
          Ka Wai Ola  K – Pp. 113-134

Discussion Qs (250-word minimum): What are we doing now to curb this rapid rate of environmental change occurring in Hawaiʻi? What efforts are we making to restore landscapes impacted by western attitudes towards nature, and preserve the valuable resources that are still intact? Moreover, how will we deal with the effects of global warming as sea-level rises along our coasts?

SERVICE LEARNING Discussion Qs: Describe your service learning experience. What went well? What did you learn? What could have been improved upon? How is the organization that you worked with impacting the environment and the community in that ahupua‘a? How could you contribute and would you contribute to them in the future?

Project Assignment: Finish Final Papers & Presentations so that we can share them next week! All assignments will be due on the last day of semester classes before exams begin.

Module 16:  Presentations, Pau Hana discussion, & Final Exam

(1) Please do the Teacher and Course Evaluations emailed to you from ECafe or the department by the last day of semester classes before exams begin.
(2) Upload all papers and presentations to Module 16 by the last day of semester classes before exams begin.

(3) Take the final exam by the last day of final exam week.