Hawaiian Studies 107 - Hawai‘i: Center of the Pacific
3 ‘ai - CRN 64462

Interdisciplinary Studies 103 - Introduction to College
3 ‘ai - CRN 64463

Pōʻalua/Pōʻaha 8:30am - 11:15am

KUMU ‘IKE HAWAI‘I: Kamehaʻiku Camvel
KUMU I.S.: Kuʻulei Miranda

KEʻENA: Hale Aʻo 202
KE’ENA: Hale ʻĀkoakoa 206

HOLA KE’ENA: M/W 9-10am, by appt
HOLA KE'ENA: T/R 12-1p, by appt

KELEPONA: 236-9248
KELEPONA: 235-7474

LEKA UILA: donnaono@hawaii.edu
LEKA UILA: daniluck@hawaii.edu

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

‘O kēia ka wā kūpono e hoʻonui ai ka ‘ike me ka hoʻo maupopopo i kū Hawai‘i mau hoʻoilina waiwai. Aia nō hoʻi ma ka Kulanui Kaʻiulu o ke Koʻolau nā papa hana hou o nā ‘ike ‘akeakamai a me nā hana noʻeau. Me ke kuleana koʻikoʻi e hoʻohiki ke Kulanui e kākō o a e hoʻokumu i ala e hiki kē kōkua i ka hoʻonui ‘ike a nā kānaka maoli. Na mākou nō e hoʻolako, kākō o a paipai inā Koʻolau a kō Oʻahu a e me nā hana noʻeau ʻakea, ka hoʻonaʻua oʻihana a me ka hoʻonui ʻike ma ke kaiʻulu—hōʻa’ano a e hoʻoulu i nā haumāna i ka poʻokela

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Koʻolau region of Oʻahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

WINDWARD COMMUNITY COLLEGE CORE VALUES

Ka lama kū o ka naʻauao.

Creating meaningful curricula and diverse learning experiences.

‘Aʻohe hana nui ke alu ‘ia.
Working collaboratively and inclusively.

He punawai kahe wale ke aloha.
Serving and supporting with aloha.

Kūlia i ka nuʻu.
Striving for excellence.

He aliʻi ka ʻāina, he kauwā ke kanaka.
Caring for Hawaiʻi and the planet.
CATALOG DESCRIPTION

HWST 107 -
An introduction to Hawai‘i and Hawaiian culture in the context of the larger Pacific including Hawaiian origins, settlement, language, land, history, society, religion, and the arts.

IS 103 -
This course offers strategies for success in college and life-long learning. It emphasizes understanding yourself, setting and attaining goals, critical thinking, effective communication, relationship building, study habits and skills, time management, college resources, and setting your foundation to succeed. Students will participate in and lead classroom learning through discussions, readings, writing assignments, group activities, and hands-on experiences.

STUDENT LEARNING OUTCOMES

HWST 107
1. Compare and contrast cultures and histories of Pacific island peoples in relation to their languages, religious traditions, artistic expressions, material culture, and political and economic development.
2. Identify ways in which the environment has shaped Hawaiian and Pacific island culture and the ways sustainability for the land makes us resilient in the face of climate change.
3. Describe the integration of land in Hawaiian culture and the historic changes in the relationship between people and land through written and oral communication.
4. Describe aspects of Hawaiian relationship with other groups of people in and outside of Hawai‘i.
5. Identify, access, and evaluate major Hawaiian studies sources.
6. Identify implications of the relationships and develop proposals for possible ways to affect positive change.

IS 103
1. Identify personal characteristics (e.g., learning styles, strengths and weaknesses, habits of mind) and analyze how these impact decision-making and success.
2. Consider those factors which impact student relationships with others and articulate strategies and skills to encourage strong relationship building.
3. Identify college policies and resources related to students.
4. Practice learning strategies (e.g., note-taking, time management, test-taking) to increase student success in college coursework.

ASSESSMENT AND GRADING

HWST 107
1. **Map Quizzes - (5 x 10 pts) 50 pts** - Students will take five map quizzes on the geographical areas: (1) Hawai‘i, (2) Ko‘olaupoko, (3) Polynesia, (4) Melanesia, (5) Micronesia.
2. **Identity Potluck- 50 pts** - Students will participate in the “Identity Potluck” and complete a short writing assignment to accompany their cultural culinary dish. Guidelines and a grading rubric for this assignment will be provided in class, and can be found online at our class laulima site.
IS 103

1. **Journals (10 @ 10 pts each) 100 pts** - You will be submitting journal entries in this class. These need to be typed (double spaced), spell-checked, and approximately 1-2 pages in length. Journal entries are meant to show reflection, depth of thought, and analysis. Journals are not formal papers and do not need to be reviewed by a tutor or the Writing Lab. Journals are due within one week after they are assigned. Late journals will receive partial credit.

Combined

1. **Attendance and participation 150 pts** - Students are allowed two absences without penalty, but for every absence in excess of two, five points will be taken from this grade. *There will be many in-class writing assignments, reading quizzes, note checks, and activities that will make up the balance of this grade.* There will be no make-ups given for these in-class assignments.

2. **Moʻokauhau Project - 50 pts** - Utilizing a “Past, Present, Future” approach, students will research their genealogy, reflect on personal accomplishments, achievements, and hardship, and highlight future goals and aspirations. Guidelines and a grading rubric for this assignment will be provided in class, and can be found online at our class laulima site.

3. **Exams - (3 x 100pts) 300 pts** - Students will plan and participate in exams that will combine the ‘ike and kuleana of both Hawaiian Studies and Interdisciplinary Studies.

**Grading Scale**

There is a total of 700 points possible for this learning community. Since points are combined between HWST 107 and IS 103, students will receive the same grade for both courses.

- 630-700 = A
- 560-629 = B
- 490-559 = C
- 420-489 = D
- 000-419 = F

**ATTENDANCE POLICY**

Students are allowed two absences without penalty, but for every absence in excess of two, five points will be taken. Students who arrive to class after attendance is taken will be marked TARDY, three TARDY days will be counted as ONE ABSENCE.

**You are expected to arrive to class on time, to be present for the entire length of the class, and not leave early unless arranged for with the instructor.**

**CELLPHONE POLICY**

Cell phones must be switched off or silenced AT ALL TIMES while in class. As an experiment, this semester, students are invited to “unplug” by leaving their cell phones in the box on our desk during class time. For each class period that a student participates, they will be awarded one extra credit point. By the end of the semester, 30 points of extra credit are possible.
**LEARNING RESOURCES**

All materials for this course will be provided online, via Google Classroom, or will be passed out during class time. Students are welcome to print out readings, should they so choose.

**COURSE SCHEDULE**

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<tr>
<th>DATE</th>
<th>IN-CLASS ACTIVITY</th>
<th>HOMEWORK/READINGS</th>
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</table>
| TUE 8/21 | **Welina!**  
Hoʻolauna: Introductions  
Course Introduction & Syllabus  
Your Roadmap for the Semester  
Expectations of Nā Haumana and Nā Kumu  
What Kind of Learner Are You? | Handouts:  
1. Chant for WCC: Tunihi Keahiakahoe  
2. Chant: E Ho Mai  
Continued...  
Homework:  
1. Bring all your Syllabi to the next class  
2. Where does the time go worksheet |
| THU 8/23 | **UNIT 1: ORIGINS, MIGRATIONS, NAVIGATION & WAYFINDING: Ua Hānau Ka Moku, A Kupu; The Island was born and it grows: referring to the land as an Ancestor for Kānaka Maoli and of Ka Lāhui Hawai‘i (the Hawaiian People).**  
1. Thoughts for the Day (TFD)  
2. Themes: Oceanic connections, language, voyaging  
3. Powerpoint | Readings:  
1. The Discovery and Settlement of Polynesia (Kawaharada)  
2. Hawai‘iloa (Kawaharada)  
3. Pa‘ao (Kawaharada)  
Organize Yo‘Life- Time Management  
What is the Academic Calendar?  
Google Calendar  
WCC Planner Scheduling Activity  
Homework:  
1. Finish Organizing Your Google Calendar/WCC Planner |
| TUE 8/28 | **Hokūle‘a: Star of Gladness and the Vehicle of Cultural Change in Hawai‘i**  
1. TFD  
2. Film: *Papa Mau, the Wayfinder* | Readings:  
1. Finding A Way (Thompson)  
2. Ngā Hekenga Waka – Canoe Migrations (Williams)  
What is Success?  
Inner vs. Outer Success  
Learning Styles  
CORE Learning |
| THU 8/30 | **Traditional Society – Alii Nui and Maka‘āinana**  
1. TFD  
2. Themes: genealogy, Hāloa, Papa & Wākea, ‘Umi, ‘imi haku, pono, mana, reciprocity and ‘aikapu | Readings:  
1. The Story of ‘Umi (Kamakau)  
2. Traditional Hawaiian Metaphors (Kame‘eleihiwa) |
### UNIT 2: ʻĀLEO AUMAKUA: NATIVE LANGUAGES, THE VOICE OF THE ANCESTORS

**Make:** In the word there is life, in the word there is death, referring to the power of words.  

**Pacific Languages, Polynesian Linguistics, Sound Comparisons, History of Banning Native Languages**  
1. TFD  
2. Themes: importance of language, culture, world-views

**Readings:**  
1. Decolonizing the Minds (Thiongo)  
2. Polynesian Oral Traditions (Taonui)  
3. Te Reo Maori, Origins and Development of the Maori Language (Moorfield & Johnson)  
4. The Power & Politics of Language (Kaʻai)

### Developing Self Awareness- What is Your Type?  
Myers Briggs Personality Activity

### THU 9/6

**Introduction to Hawaiian and Changes in the Language.**  
Customary and contemporary use of Hawaiian language, importance of pronunciation, tone, and inflection.  
1. TFD  
2. Film: TBA

**WCC Scavenger Hunt**  
*FYI: Plan to wear comfortable attire as we will spend most of the class period outside*

### TUE 9/11

**‘Aha Pūnana Leo Preschools, Kula Kaiapuni Hawaiian Language Immersion Schools, Hawaiian Charter Schools.**  
Why are they important?  
1. TFD  
2. Film: ‘Aha Pūnana Leo

**MAP QUIZ - Hawaiian Islands**

**Resources at your WCC Library**  
*Visit: Sarah Gilman Sur, WCC Head Librarian  
College Research Basics  
Hawaiian Collection*

### THU 9/13

**UNIT 3: Ho‘ailona Akua: Art As Ancestral Symbols and the Expression of Na Mea Hawai’i: He Ho‘ike Na Ka Pō: A Revelation of the Night, referring to Revelations from the Gods in dreams, visions and omens.**

**Pacific Performing Arts:** Overview of dance, chant, orature, music and musical instruments. Difference between Hula Kahiko and Hula ‘Auwana.  
1. Film: Kū‘u Ha‘aheo E Ku‘u Hawai‘i (Hinaleimoana Wong)  
2. Film: What It Takes to Be a Hula Champion

**Readings:**  
1. History of Hula (Kanahele)  
2. Hula as Resistance (Kamahele)  
3. Nga Mahi a Taneroa me Rehia, Performing Arts (Matthews & Paringatai)
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<th>Date</th>
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<th>Readings</th>
<th>Assignment</th>
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<tr>
<td>TUE 9/18</td>
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<td>Career Assessment using Focus 2</td>
<td>Ha’awina: 1. Finish your Focus 2 Career Assessment/Hawaii Labor Sector Research</td>
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<td><strong>Survey of Pacific Art Styles and Discussion of Continuous Art Forms Persisting from Ancient to Modern Times:</strong> Overview of terms: Traditional, Modern, Art, Craft. Creative uses of the environment to create art: wood, feathers, weaving, bark cloth decorations and tattooing. 1. <strong>TFD</strong> 2. Film: TBA</td>
<td>Readings: 1. Mea No’eau (Young) 2. Carving a Hawaiian Aesthetic (Dudoit) 3. Making It Maoli (Goldman)</td>
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<td><strong>Presentation Basics</strong> Public Speaking Activity Powerpoint, Prezi, Google slides</td>
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<td><strong>Campus Connections</strong> TRiO WCC, ASUH-WCC, Student Life, &amp; Student Employment Guest Speaker(s): ASUH-WCC</td>
<td>Ha’awina: 1. Create a club</td>
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<td>TUE 9/25</td>
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<td><strong>EXAM I: Units I, II, III</strong></td>
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<td><strong>A Meaningful Future</strong> Your Values &amp; Your Purpose</td>
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<td>THU 9/27</td>
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<td><strong>UNIT 4: Hoʻomanamana: Native Religions as the Science of Ceremony: Gods as Elements and Temples as Sacred Spaces for Learning about the Gods.</strong> E Nā Kini Akua, Ka Lehua Akua, Ka Pukuʻi Akua: Oh the 4,000 Gods, the 40,000 Gods, and the 400,000 Gods, referring to the multitude of ancestral divinities and their teachings. <strong>Pacific Religions, Polynesian Gods, and Pele Migrations:</strong> Cosmogenic Genealogies, Akua and ʻAumakua, Wākea/Rangi/Papatuanuku, Tangaroa, Tāne, Rongo, Tū, Hina and Haumea. Mana, kapu and dualism. Migratory Gods and Chiefs: Pele and Paʻao. Did Hawaiians come from Tahiti or did Tahitians come from Hawaiʻi? Traditions of Taputapuatea, Raʻiatea versus Tahiti; Ariki versus Manahune. 1. <strong>TFD</strong> 2. Reading: Hawaiʻinuiakea Cousins (Kameʻelehiwa)</td>
<td>Assignment: TBA</td>
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<td>TUE 10/2</td>
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<td><strong>Patterns of Religious Change</strong></td>
<td>Discussions of the functions of ancestors and Gods in cultural integrity and continuity; Religion in every aspect of the cosmos, sanctity of land and sea, Pono behavior. Great diversity of belief in Melanesia and Micronesia; great similarity in Polynesia. Changes in these upon Western contact.</td>
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<td><strong>Film:</strong> The Deadlands</td>
<td>Readings: 1. Kumulipo (Kame‘elehiwa) 2. Thinking About Cook Islands Native Religion 3. Maori Mythology (Walker)</td>
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<td>TUE 10/9</td>
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<td><strong>UNITT 5: PAPAHĀNAUMOKU:</strong> Land as Ancestor, the Physical Environment, Tangible and Intangible</td>
<td>He Ali‘i Ka ‘Ai‘ina, He Kauwā Ke Kānaka: The Land is Chief, Man is her Servant; Land has no need for man, but man needs the land and works it for a livelihood.</td>
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<td><strong>Film:</strong> He ‘e‘ia Fishpond</td>
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<td>TUE 10/4</td>
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<td><strong>ʻĀina as Sacred, ʻĀina as Ancestor:</strong> Mālama ʻĀina, Aloha ʻĀina</td>
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<td><strong>Film:</strong> The Primal Power of Hula</td>
<td>Readings:</td>
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<td><strong>Video:</strong> Mauna a Wākea</td>
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<td>THU 10/9</td>
<td>3:00</td>
<td><strong>Moʻokūʻauhau</strong></td>
<td>Knowing where you come from Oral Histories Activity Kūpuna Interviews Moʻokūʻauhau Project Overview</td>
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<td><strong>FYI:</strong> TODAY is the Last Day Withdraw with &quot;W&quot; Grade is</td>
<td><strong>Haʻawina:</strong> 1. Journal Entry- Kūpuna Interview</td>
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<td>TUE 10/16</td>
<td><strong>Climate Change and the Effects on Hawai‘i and Oceania</strong>&lt;br&gt;TFD</td>
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<td>THU 10/18</td>
<td><strong>Be a Leader: Model Leadership</strong></td>
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<td>THU 10/25</td>
<td><strong>Makahiki Practice</strong></td>
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<td>TUE 10/30</td>
<td><strong>Makahiki Practice</strong>&lt;br&gt;Title IX: Know your rights&lt;br&gt;Guest Speaker(s): WCC CARE team</td>
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<td>THU 11/1</td>
<td><strong>Makahiki Practice</strong></td>
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<td><strong>Navigating STAR GPS</strong></td>
<td>1. Select your Spring 2018 courses using STAR</td>
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<td>Academic Essentials, Academic Pathway, Registering for courses.</td>
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<td>TUE 11/6</td>
<td>A‘ohe papa</td>
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<td>THU 11/8</td>
<td><strong>Makahiki Practice</strong></td>
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<td>Preparations, Kihei, Lei Making, Flags, Ho‘okupu, Lono Akua</td>
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<td><strong>Makahiki Practice Continued...</strong></td>
<td>1. WCC Makahiki Imu Workshop</td>
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<td><strong>Friday 11/9: MAKAHIKI OPENING CEREMONY AND EVENTS</strong></td>
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<td><strong>MEET @ 8:00 AM IN CLASS</strong></td>
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<td>Attendance is MANDATORY as your participation constitutes EXAM II for the semester.</td>
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<td>TUE 11/13</td>
<td>UNIT 6: KA WA MA MUA: Historical Overview: Na ‘E’epa O Waolani: The ‘E’epa of Waolani. This saying applies to anyone whose ways are incomprehensible.</td>
<td>Readings: 1. Early Contacts Between Two Worlds (Olssen &amp; Reilly)</td>
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<td>Native Reaction to Initial Meeting with Westerners: Case study of the New Guinea Highlanders in the 1930’s</td>
<td>1. TFD 2. Film: First Contact</td>
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<td>Victim and Creator Language</td>
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<td>THU 11/15</td>
<td><strong>Whalers, Traders, Missionaries &amp; Other Foreigners to Hawai‘i:</strong> Survey of major colonial forces; Spanish, Portuguese, British, French, German, American and their impact on Native Peoples throughout the various Pacific regions. Examination of different areas in the Pacific conquered by specific Western Nations, Christianity, Capitalism.</td>
<td>Readings: 1. Outline of Western Expansion in the Pacific 2. Treaty of Waitangi</td>
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<td>Overcoming Challenges and Hardship</td>
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<td>TUE 11/20</td>
<td><strong>Impacts on Kānaka Maoli and Response to Western Intrusion:</strong> Foreign disease, massive depopulation means loss of Pono, Christian conversion, capitalism and colonialism. Hawai‘i as an example: arrival of Captain Cook in 1778. Breaking of the ‘Akapu religion, American missionaries, conversion via Keopuolani and Ka’a‘humanu. Foreign capitalist pressures and sandalwood trade</td>
<td>Readings: 1. Transformation of Pono (Kame‘eleihiwa) 2. Letter of Petition to Kamehameha III (The Friend Newspaper) 3. Film:</td>
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<td>Institutional Governance</td>
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| 11/27  | Illegal Overthrow of the Hawaiian Kingdom: Discussion of events leading to the illegal overthrow and annexation of Hawai‘i to America and the part played by the American military. | 1. TFD  
2. Film/Guest Speaker  
**Micronesia/Melanesia Map Quiz**  
**Film: Ivory Tower** |
| 11/29  | Provisional Government, Territory, & Statehood                         |                                                                                           |
|        | **Continue Film: Ivory Tower**                                        |                                                                                           |
| 12/4   | Identity Potluck                                                      |                                                                                           |
|        | **Activism & Student Demonstrations**                                  |                                                                                           |
| 12/6   | Exam Study Guide & Prep                                               | 1. TFD  
2. Polynesia Map Quiz  
**Moʻokūʻauhau Project Presentations** |
| 12/11  | Final EXAM Period                                                     | Final EXAM Period                                                                          |
| 12/13  | Final EXAM Period                                                     | Final EXAM Period                                                                          |

**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.

**Title IX**

*Title IX* prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, *Title IX* prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under *Title IX*, please visit: [https://windward.hawaii.edu/Title_IX/](https://windward.hawaii.edu/Title_IX/).
Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, Windward CC has resources to support you. To speak with someone confidentially, contact Karla Silva-Park, Mental Health Counselor, at 808-235-7468 or karlas@hawaii.edu or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator at 808-235-7393 or wcctix@hawaii.edu.

**Alternate Contact Information**

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

Location: Alakai 121  
Phone: 808-235-7422  
Email: wccaa@hawaii.edu