

LIBA 497: CAPSTONE STUDIES: Reading Hawaii and New Zealand

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Course Description

The course will explore contemporary human culture through the examination of the indigenous and immigrant cultures of Hawai'i and New Zealand. Students will critically analyze the cultural representation of these people and places from a variety of perspectives. The principal tools for this analysis will be the humanities: history, literature, religion, and philosophy; and the arts: music, dance, drama, and art.

Texts (in order of reading)

Ihimaera, Witi. *Whale Rider*.
Morris, Aldyth. *Lili'uokalani*.
Murayama, Milton. *All I Asking for Is My Body*.
Duff, Alan. *Once Were Warriors*.
Davenport, Kiana. *Shark Dialogues*.

Course Objectives

1. Students will gain a greater appreciation for the role of the arts and humanities as frameworks for understanding culture.
3. Students will develop an awareness of their interdependence upon others in the world.
4. Students will gain an understanding of cultures different from their own, thus recognizing the complexity of human cultures.
5. Students will explore the problems and prospects of critiquing other cultures as well as their own.
6. Students will recognize their obligations to international, as well as local and national, human communities and identify on a human level with other human beings.
7. Students will further refine critical thinking and communication skills.

To accomplish these objectives, we will build a community of learners in which both students and teacher will contribute to the exchange of ideas and to each other's learning. In this kind of classroom, everyone has obligations to the community as we build a critical learning environment.

Requirements and Evaluation

Attendance and Participation: You are expected to attend class, complete all assignments by deadlines noted in syllabus, and participate actively in class activities. If you must miss class for a legitimate reason, I request that you notify me before the class, if possible. You are responsible for any work missed. I will accept no late work without expressed prior approval.

Knowledge of Current Events: You are expected to be aware of current events related to Hawai'i and New Zealand. You are expected to consult daily the two web sites below to follow news events related to the area of study and to bring opinions and questions about these events to class each day. We will begin class with a discussion of current and relevant news stories. You may also bring to class news stories discovered in other web sites, publications, and media sources (such as television, magazines and newspapers).

Honolulu Star Bulletin: <http://starbulletin.com/>

New Zealand Herald: <http://www.nzherald.co.nz/>

Responses to Discussion Questions: For each class text above you will select a discussion question to answer in depth. I will hand out potential discussion questions several classes before we begin discussing particular texts. Although these responses are brief (one-two pages typed, double-spaced), I want to see critical thinking, not simply a surface reaction to the readings and class issues. I will collect these responses on dates noted in the syllabus, and we will use them to help promote class discussion. Responses are worth 12 points. Responses are due during the class period in which they are requested. If you need to miss class for some legitimate reason, you may complete responses and submit them before the class in which they are due; however, I will not accept them after the class in which they are due. Responses should be focused (on the particular question), thorough (addressing the question fully and thoughtfully), developed (using specific examples and references to the text to support the points with appropriate citation), and well-written (using standard written English, appropriate to college-level academic writing).

Class Presentation, 24 points: Each of you will have the opportunity to develop a presentation for the class and be “expert for the day” on a particular topic. This project will give you the chance to explore a topic in more depth and to contribute to the classroom experience. The presentations will focus on particular aspects of New Zealand history and culture as noted in the syllabus. You will meet with me early in the semester to discuss possible topics and research strategies. The target length for the presentation should be 20 minutes, with questions and discussion to follow. After the presentation, you will submit a detailed **bibliography (using MLA format)** of sources used to prepare the presentation. I will use the checklist at the end of the syllabus to evaluate your presentations.

One interesting project might be to develop a web page. This could be an informative page or a research tool on the topic. It could be focused in the same way any class presentation is focused. On the day of the presentation the class could meet in the Library computer lab for you to introduce us to the web page.

Academic Integrity: Students are expected to read and follow the academic integrity policy as described in Section 3.0 of *Student Rights and Responsibilities: A Code of Student Behavior*.

ADA: If you have a disability, you are encouraged to register for disability support services in the Counseling Center [Room 1051, Orr Center, (812) 464-1867]. If you require an accommodation, please advise me by the end of the first week of class. You may be required to provide written documentation to support these accommodations. I will work with you to provide

reasonable accommodations to ensure that you have a fair opportunity to perform and participate in class.

Grading

All assignments will receive a letter grade that corresponds to a 12-point numerical scale.

Presentation: 24 points (12 X 2), Writing: 12 points each

Grade= Total Points Earned/7 (5 responses, 1 presentation X 2)

A 12, A- 11, B+ 10, B 9, B- 8, C+ 7, C 6, C- 5, D+ 4, D 3, D- 2, F 1, 0 (assignment not completed). Grades will be submitted to academic records according to USI's grade scale: A, B+, B, C+, C, D+, D, F (in other words, minuses will be recorded as the next letter grade up, B-=B and so on).

Schedule

Week Date Class Topic and Assignment

1. Introduction to Course
Read Pico Iyer's "Why We Travel"
To prepare for class discussion, answer these questions: According to Iyer, what can we gain from travel? In what ways do you agree and disagree with Iyer?
2. Representations of Polynesia, Hawaii, and New Zealand
To prepare for class discussion, make a list of ideas and images you associate with Polynesia, Hawaii, and New Zealand.
Explore resources for Research (Meet in Library)
3. Ancient Life: Wayfinding and Religion
Life in Pre-Contact Hawai'i
4. **Presentation #1: Life in Pre-Contact New Zealand**
Presentation #2: Maori Mythology
Whale Rider (film)
5. *Whale Rider*, discussion
Writing Response Due
European Exploration and Captain Cook
Presentation #3: Capt. Cook in New Zealand
6. Expanding Colonialism
7. **Presentation #4: The Colonial Experience in New Zealand**
The Arrival of Missionaries
Presentation #5: Missionaries in New Zealand
8. The Overthrow of Queen Liliuokalani and the early 20th Century
Discussion of Morris's *Liliuokalani*

9. **Writing Response Due**
The Building of “Paradise” and Land Rights
Presentation #6: Land Rights in New Zealand
The Plantation Experience
Discussion of Murayama’s *All I Asking For*
Writing Response Due

10. The Impact of World War II and The Cold War
Presentation #7: Nuclear Policy in New Zealand
Contemporary Issues
Tattooing: “Skin Stories”

11. “Skin Stories” continued
Presentation #8: Contemporary Life in New Zealand
Once Were Warriors (film)

12. *Once Were Warriors*, discussion
Writing Response Due

13. The Sovereignty Movement

14. Native Hawaiian and Hawaiian Creole (or Pidgin’) English
Presentation #9: Language in New Zealand
Hawaiian and Maori Music

15. Moloka’i and Father Damien
Discussion of Davenport’s *Shark Dialogues*
Writing Response Due

16. Final Exam Period

Resources on Reserve in the Library

The following resources are reserve in the library.

- Beckwith, Martha, ed. *Hawaiian Mythology*. Honolulu: Univ. of Hawaii Press, 1976.
- Chock, Eric, et al, Editors. *Growing Up Local: An Anthology of Poetry and Prose from Hawaii*. Honolulu: Bamboo Ridge, 1998.
- Fairbairn, T'eo I. J. et al. *The Pacific Islands: Politics, Economics, and International Relations*. Honolulu: Univ. of Hawaii, 1991.
- Hodge, Peggy Hickok. *Growing Up Barefoot in Hawaii*. Honolulu: Mutual, 1997.
- Howe, K. R., Robert Kiste, and Brij Lal, eds. *Tides of History: The Pacific Islands in the Twentieth Century*. Honolulu: Univ. of Hawaii, 1994.
- Ito, Karen L. *Lady Friends: Hawaiian Ways and the Ties that Define*. Ithaca: Cornell, 1999.
- Morris, Aldyth. *Lili'uokalani*. Honolulu: Univ. of Hawaii, 1990.
- Oliver, Douglas. *Native Cultures the Pacific Islands*. Honolulu: Univ. of Hawaii, 1989.
- Oliver, Douglas. *Polynesia in Early Historic Times*. Honolulu: Bess Press, 2002.
- Pukui, Mary K. and Alfons L. Korn. *The Echo of Our Song: Chants and Poems of the Hawaiians*. Honolulu: Univ. of Hawaii, 1973.
- Salmond, Anne. *Between Worlds: Early Exchanges between Maori and Europeans, 1773-1815*. Honolulu: University of Hawaii Press, 1997.
- Stanton, Joseph. *A Hawaii Anthology*. Honolulu: State Foundation on Culture and the Arts, 1997.
- Stewart, Frank, ed. *Passages to the Dream Shore: Short Stories of Contemporary Hawaii*. Honolulu: Univ. of Hawaii, 1987.
- Thompson, Vivian. *Hawaiian Myths of Earth, Sea, and Sky*. Honolulu: Univ. of Hawaii, 1966.
- Trask, Haunani-Kay. *From a Native Daughter: Colonialism and Sovereignty in Hawaii'i*. Honolulu: University of Hawaii Press, 1999.
- Wendt, Albert. *NuaNua: Pacific Writing in English Since 1980*. Honolulu: University of Hawaii Press, 1997.
- Westervelt, William D. *Hawaiian Historical Legends*. Rutland, VT: Tuttle, 1977.
- Williams, Julie Stewart. *From the Mountains to the Sea: Early Hawaiian Life*. Honolulu: Kamehameha Schools Press 1997.
- Wright, Ronald. *On Fiji Islands*. New York: Penguin, 1986.