

CHAMINADE UNIVERSITY OF HONOLULU
ED643 Hawaiian Culture and Learning
Fall 2007

INSTRUCTOR:	Erika Cravalho, M.A. erika.cravalho@adjunct.chaminade.edu 808-348-6290
OFFICE HOURS:	By appointment
TIME and LOCATION:	October 2, 2007- December 4, 2007 Tuesday, 5:30 p.m. -9:40 p.m. Henry Hall 225
CATALOG DESCRIPTION:	This course examines the following topics: major phases of Hawaiian history, diversity of cultures in Hawaii, and cultural/political significance of indigenous languages in the Pacific. Students will become familiar with indigenous teaching models of education and will be able to construct culturally sensitive lessons for diverse students.
PROGRAM OUTCOME:	Students will learn the effects the history of Hawaii has on Native Hawaiian students in classrooms today. Students will learn about indigenous educational model to enhance learning for all their students.
STUDENT LEARNING OUTCOMES:	Students will: <ol style="list-style-type: none">1. Learn the history of Hawaii, cultural traditions and significant aspects of its language.2. Become familiar with indigenous teaching models of education and create a unit using this information for their disabled and non-disabled students.
REQUIRED TEXT:	Chun, M.N. (2006). <i>A'o Educational Traditions</i> . Honolulu, HI: Curriculum Research and Development Group. ISBN: 1-58351-041-9 Meyer, M.A. (2003). <i>Ho'oulu: Our Time of Becoming</i> . Honolulu, HI. 'Ai Pōhaku Press. ISBN: 1-883528-24-0
OTHER RESOURCES:	Ulukau: Hawaiian Electronic Library http://www.ulukau.org/english.php Ka Huaka'i: 2005 http://www.hawaiidigitallibrary.org/elib/cgi-bin/library?c=nhea&l=haw Hawaiian Place Names http://www.ulukau.org/cgi-bin/hpn?l=haw Hawaiian Dictionary http://wehewehe.org Ka'iwakiloumoku: Hawaiian Culture Center http://hccp.ksbe.edu/kaiwakiloumoku/ Puku'i, M.K. (1983) <i>Ōlelo No'eau: Hawaiian Proverbs and Poetical Sayings</i> . Honolulu, HI: Bishop Museum Press. Hawaii State Department of Education General Learner Outcomes http://doe.k12.hi.us/standards/GLO_rubric.htm

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**ACADEMIC
REQUIREMENTS:**

Commitment: Student commitment is very important in this course. A 10% deduction will be made for the late submittal of any assignment. Students should notify the instructor in advance if assignments cannot be completed by the given deadlines. A zero will be given for any assignments not turned-in by the last class session.

Participation	40 points
Name Poem	10 points
Place Research	20 points
Application Paper (2 x 20 pts)	40 points
Reflection Paper (3 x 10 pts)	30 points
Hawaiian Values/GLOs	10 points
Lesson	25 points
Education Model	25 points

Attendance Every absence or partial absence will mean that vital course content will be missed and the ability to participate in-class activities will be diminished. All students are highly encouraged to participate in these discussions.

Attendance is mandatory. Therefore, there is **no exception for absences**. Absences are submitted to the Registrar's Office at the end of the course. Each 4-hour class is worth 4-points (1 point per class hour for attendance/participation). Example: arriving to class 1-hour late means receiving 3 points for that class session. Your attendance will be noted during class period on an attendance sheet. For partial attendance, it is important to check that the correct attendance is noted on the attendance sheet, so that it is not construed as a 4-point absence.

Assignments Name Poem: You will create a Name Poem following the format of Choosing My Name by Puanani Burgess. You must use all of your names, including your last name. This self-identity assignment is to help give you a greater understanding of the importance of Hawaiians to know who they are and where they come from. A graphic organizer is also provided, which can be used to assist you in writing the poem.

Place Research: In order to better understand the importance of place in the Hawaiian frame of mind, you will do a short research project on the place that you live. This must include its cultural significance to Hawaiians all the way to its importance today. This assignment should be typewritten 2-3 pages in length. Use a minimum of two sources for your research and at least one of your sources must be a book. You must use APA format in writing this paper and the work cited page and the appendix are not included in the 2-3 pages assigned. Your appendix will include one of the following options:

- From your research find a wahi pana that can still be found in your place. Take pictures of the wahi pana and include a reflection about the feelings and experience you had while finding and visiting the wahi pana and add it in your appendix.
- Interview a kūpuna (must be Native Hawaiian) from your place. This would preferably someone from the place who has resided there a large portion of his or her life. Include the dialogue of your interview in the appendix.
- Find a ha'i 'ōlelo of your place. This could be a legend or a story of your place. Include the ha'i 'ōlelo and its significance in your appendix with a citation of the source.

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Application Paper/Reflection Paper: Several reading assignments will be given in the course and written application or reflection for each will be submitted. The application paper should each be 2-3 pages typed and your reflection paper should each be 1-2 pages typed.

Work submitted should reflect graduate expectations in terms of scope, depth, writing mechanics, appearance, and APA style for citations within discussions and reference list.

Your assignment for each **application paper** is to relate the theories and/or concepts presented in the text to:

- Hawaiian culture, epistemology, and language
- application of these concepts/ideas in your educational setting
- citations from the respective text will be used in each paper to strengthen your rationale and application.

The **reflection papers** will be an assignment for you to share your ideas and experiences with the rest of the class.

Hawaiian Values/GLOs: Using Hawaiian values you will evaluate the Department of Education's General Learner Outcome. You will create a GLO rubric that will be more familiar and understandable to Native Hawaiian students. This tool will be applicable in your own classroom.

Lesson Plan: Develop and present a lesson plan that can be used to appropriately service your Native Hawaiian students. Incorporate what we have learned in our readings into the lesson. Use content you would use on your current class (O & P, Student Teaching class okay). The lesson plan must be in the format provided by the instructor.

Education Model: Using the examples of indigenous education models we discuss in class, you will create an education model, which you know will better service Native Hawaiian and other Pacific Islander students. This model must be focused on native epistemology, native language and culture revitalization, spirit, or community. An example of each of these will be given to you. You must state the problem, and then discuss how your model will address this problem, and also explain the expected outcome after implementation. This educational model must be type written 3-4 pages in length and include a minimum of three resources, one of which must be a book. The work cited page and/or any appendix are not included in the 3-4-page requirement.

Grading Scale The point value of assignments and participation is 200. Letter grades are based on the following system:

180-200	=	A
160-179	=	B

A grade of C or below will not be credited toward a graduate degree and the student will have to repeat the course.

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**UNIVERSITY
POLICIES:**

Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

In the cases of alleged academic dishonesty (such as plagiarism, cheating,

Incomplete - An incomplete (I) may be given to a student who did not complete a portion of the work or final examination due to circumstances beyond the student's control. The student and the instructor must discuss and sign the incomplete contract. The work must be completed in 90 days or the incomplete will revert to the grade that the student would have earned. This grade and the date the work is due will be specified on the incomplete contract.

Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detail information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.

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WEEKLY CLASS SCHEDULE: READING AND ASSIGNMENTS

<u>No.</u>	<u>Date</u>	<u>Reading Topics</u>	<u>Assignments</u>
1	Oct 2	Introduction Syllabus	Read <u>Ho'oulu: Our Time of Becoming</u> Part 4
2	Oct 9	Hawaiian Epistemology	Read <u>A'o: Educational Traditions</u> Due: Application Paper: Hawaiian Epistemology
3	Oct 16	A'o Self-Identification	Read <u>Ho'oulu: Our Time of Becoming</u> Part 1 Due: Reflection Paper: A'o Name Poem
4	Oct 23	Hawaiian History Influence on Hawaiians	Read selected pages from <u>Ka Huaka'i</u> Other assigned readings Due: Reflection Paper: Hawaiian History
5	Oct 30	Statistics Sense of Place	Read <u>Ho'oulu: Our Time of Becoming</u> Part 2 and 3 Due: Place Research
6	Nov 6	Loss of Identity	Read assigned readings Due: Application Paper: Loss of Identity
7	Nov 13	GLOs Education Today	Read <u>In Our Mother's Voice</u> Chap 1 Other assigned readings Due: GLOs with Hawaiian Values
8	Nov 20	Charter/Immersion Schools	Read <u>In Our Mother's Voice</u> Chap 4, 7, 10, 15 Due: Reflection Paper: Charter/Immersion Schools
9	Nov 27	Indigenous Education Models Lesson Plan	 Due: Lesson Plan
10	Dec 4	Education Models	 Due: Education Model

All assignments must be turned in by Tuesday, December 4, 2007

This schedule is tentative and is subject to change. Changes will be announced in class or via email.