

Inst: Richard Bordner

Off. Hours: Upper (*mauka*) Portables, #114, MWF 11-2, T/R 11-12:20 or by app't.

Phone: 739-4644 (off.), e-mail= [rbordner@chaminade.edu](mailto:rbordner@chaminade.edu) or [bordnerr001@hawaii.rr.com](mailto:bordnerr001@hawaii.rr.com)

Website: [www.socialresearchsystems.com](http://www.socialresearchsystems.com). Note that syllabi, required/recc readings are at this site.

### **Texts:**

MacDonald, G. & W. Kyselka. 1967. Anatomy of an Island: B.P.B.M. Special Pub. #55.  
Honolulu: Bishop Museum Press.(pdf)

Thrum, George T. (R. Bordner, comp.). 1878-1934. George T. Thrum's Almanacs and Annuals: Being a Compilation of the Articles from the Hawaiian Annual from 1878 to 1933. Ms.  
(purchase at Amazon.com as a e-book). Remember there are 7 volumes you need to purchase.

O'Reilly, Karen 2000. The British on the Costa Del Sol. NY: Routledge.

Course Description: This course is designed to provide you with a basic introduction into the human and physical environments found in Hawaii. We will examine both past, present and future landscapes in Hawaii with a major emphasis on the interaction between the human and physical conditions. A theme throughout the semester will be the unique nature of the ecosystems in Hawai'i, their fragility and the implications for planning and social change here in Hawai'i.

### **BS-DIV Student Learning Outcomes**

#### **Behavioral Science**

1. Ability to apply the scientific method to the study of human behavior in various environmental contexts
2. An understanding of human behavior relative to various environmental contexts
3. An understanding of human behavior relative to adapting to various changing environmental contexts

#### **Environmental Studies Program Student Learning Outcomes within this course:**

1. The central importance of values, spirituality and worldviews in the "environmental movement"
2. The major environmental issues and their potential solutions
3. Scientific reasoning and methodology
4. The roles and importance of laws, politics and economics in environmental issues

#### **Course Objectives:**

This course meets the following Behavioral Science program goals that we have for you (the student):

- 1) growth in your understanding of the reciprocal relationships between the individual and the group (ethnic or society);

This course has the following course goals:

1. To develop a greater awareness of the relevance of the geographical perspective;
2. To develop a greater sensitivity to the complex dynamics of human-environment interaction in the unique ecosystems of the Hawaiian islands;
3. To encourage a more sophisticated awareness of complex relationship between social and environmental needs in a small and isolated environment.
4. To directly address the Program goal of providing students with the tools they need to provide leadership roles and competency in a complex multicultural world, through understanding the perceptions and motivations of diverse ethnic groups and how they interact;

5. To directly address the Marianist goals of building collaborative learning communities and also integrating diverse viewpoints and values, through broadening your horizons as to the motivations and attitudes of individuals from cultural and ethnic backgrounds outside of your own experience.
6. Demonstrate an understanding of the potential positive role differing worldviews can play in understanding environmental issues
7. Demonstrate the need for a strong conservation ethic
8. Demonstrate knowledge of the process of environmental conflict and possible resolution
9. Demonstrate an understanding of Earth Systems Science
10. Demonstrate an understanding of some of the major causes of environmental degradation
11. Demonstrate an understanding of GIS mapping techniques
12. Demonstrate an understanding of the application of GIS mapping in environmental problem solving
13. Demonstrate knowledge of some of the major threatened Hawaiian ecosystems
14. Demonstrate an understanding of some of the most pressing environmental issues in Hawaii
15. Demonstrate knowledge of possible solutions to some of the major environmental issues
16. Demonstrate an understanding of the role of architecture and planning to environmental issues

### Grading

1. Exams: There will be 2 exams in this class, each worth 20% of the total course grade (50% total). They will be essay in format and take-home.
2. Research Paper: You will be required to do a 6-10 page (text, double-spaced 10 pt. Times format) research paper on a topic related to the course. It must contain a minimum of 3 sources other than the text. You must clear the topic with me or gamble on the consequences. The paper will count for 25% of the course grade. You can substitute a Service Learning Project for the research paper. At present these include: (a) Project Shine elderly immigrant tutoring or (b) other options developed by the instructor. With the Service Learning option you must complete a daily journal of your experiences and a final summation of the experience, how it relates to the material you learned in this class and its impact on you.
3. Critical Analysis Paper: We will be using the current draft of the Kaka'ako Development Plan in class this semester as a real-world project. You will pair up and the team will write a critical review of one or more aspects of the plan. I will provide the documents. The analysis is worth 10% of the course grade.
4. Reaction Papers: There will be a series of reaction papers given during the semester. Each paper should be from 1-2 pages long. The reaction papers will be worth 10% of the course grade.
5. Field Trip: You must complete the Waikiki field trip. This will count for 10% of the course grade.
6. Class Participation/attendance: Attendance is mandatory (university policy). We are all living in the subject material for the class so I expect all of you to participate—remember that your opinion is as valid as anyone else, and that your observations may provide a new perspective that no one else has noticed. If you don't participate then I lecture more—a threat. Participation and attendance counts for 10% of the course grade.

Grading: Exams (2).....	40%	A= 90-100	D= 60-69
Res. Paper/Serv. Learning.....	20%	B= 80-89	F= -60
Field Trip .....	10%	C= 70-79	
Reaction Papers .....	10%		
Part/Attend.....	10%		

8.26- 8.30: WEEK I: Introduction / Island formation—plate tectonics

**Ass: MacDonald all**

9.2- 9.6: [9.2 Holiday] WEEK II: Vulcanology and the geologic features of the Hawaiian Islands / Geological sequences of change in Hawai'i / 9-1-Geology walk-wear comfortable clothes

9.9- 9.13: WEEK III: Other geological forces in Hawai'i / Climate and ocean / Shaping the land with the elements

9.16- 9.20: WEEK IV: Dry & Wet environments in Hawai'i / Microenvironments / Impacts of plant and animal introductions—fragility in microenvironments

**Ass: Read Thrum module I (*I hala*), module II (folklore)**

9.23- 9.27: WEEK V: Polynesian arrival, the development of Hawaiian society and the environmental impacts / The development of Hawaiian society / Population and social pressures in pre-contact Hawaii

**Ass: Read Thrum module III-IV**

9.30- 10.4: WEEK VI: Hawaiian society at the time of European contact / The arrival of the Europeans, environmental impacts and changing cultural landscapes / Dancing for power—1800-1860

**Ass: Read Thrum module V-VI**

10.7 – 10.11: WEEK VII: Issues of perception, land control, ethnicity and the cash economy in Hawai'i / The changing pattern of political and economic control in the 19<sup>th</sup> century landscape / The implications of the shift from the plantation to tourism

**Ass: Hand Out EXAM I**

10.14- 10.18: [10.14 Holiday] WEEK VIII: Political & economic change in the 20<sup>th</sup> century landscape/ Economic realities in the 21<sup>st</sup> century in Hawai'i / Ethnic identity in contemporary Hawaii—what is local, what isn't

**Ass: EXAM I DUE; Read O'Reilly All**

10.21- 10.25: WEEK IX: Hawaiian identity, sovereignty discussions and it's viability in the 21<sup>st</sup> century / Social models of Hawaii's future

10.28 – 11.1: WEEK X: Individual Islands: The Big Island

11.4- 11.8: WEEK XI: Maui

11.11 – 11.15: [11.11 Holiday] WEEK XII: O`ahu

11.18- 11.22: WEEK XIII: Kaua`i & Ni`ihau

11.25- 11.29: [11.28-29 Holiday]WEEK XIV: Moloka`i & Lana`i

12.2-12.6: WEEK XV: The Northwestern Islands / Hawai`i's Future Possibilities and Probabilities

**Ass: Hand Out EXAM II**

**12/6: RESEARCH PAPER DUE**

**12/11: EXAM II DUE 3:00**

**Project:** FOLLOW THE DIRECTIONS (there is a reason I want you to walk in that pattern), wander around, **USE YOUR EYES, EARS, NOSE**, then write a short (no less than 2, no more than 5 page) reaction paper responding to the questions posed for that trip. The goal of the assignment is to get you to look around carefully with a critical eye, looking for clues of spatial patterns and social images. Have fun and keep out of trouble.

Waikiki and Tourism: Please try and do this trip in the afternoon, any day of the week. Doing it in the evening is OK but it will be harder to see some aspects at night—though the night traffic (especially illegal) is very fascinating—just don't stare too much and be careful. And if you get solicited you have to sort that out yourself. Remember that you are doing a loop, so you should end up back at your start point at McCully Shopping Center. **BE CAREFUL OF THE CAR TRAFFIC—REMEMBER YOU ONLY WEIGH 3-6% OF A CAR, MUCH LESS A BUS, SO PAY ATTENTION, BECAUSE THEY AREN'T GOING TO. IF YOU WANT TO GO AS A GROUP/TEAM, OK BUT DON'T DISCUSS WHAT YOU SEE WITH EACH OTHER, KEEP IT INDEPENDENT AND UNIQUE.**

Directions: Easy to do by bus but if doing by car, parking is tough— I suggest parking at the Waikiki Shell or Honolulu Zoo. You **MUST** start at *McCully St* and *Kapiolani St.* intersection, at the McCully Shopping Center (mauka side of Kapiolani). Look around there, especially the residential area around the shopping center. Then walk down *McCully* across the bridge into Waikiki (*Ala Moana-Kalakaua*) then turn left and continue down *Kalakaua Ave.* into Waikiki. Pay special attention to the new Beachwalk redevelopment / Trump Tower area. Be sure and look into the lobbies of the hotels/apartment complexes as you go through this area. Go on down to *Kanekapolei St.*, then go mauka up to *Ala Wai Blvd.* Continue back down *Ala Wai Blvd.* paying attention to the buildings on your left and return back to *McCully St.*

What to look for: A classic conflict in Hawaii is residence vs. tourism, and the ultimate place is Waikiki. You are intentionally being started in a older (1920+) residential area **OUTSIDE** of Waikiki and across the Ala Wai canal from tourist heaven. Look carefully around and down the side streets, notice the typical (for Oahu) small house/residence and low-rise apartment mix. Then cross the canal. What are the most visible differences? What ones are not immediately visible—foot traffic, ethnic mix, clothing, smells, noise? What residence patterns do you see **INSIDE** Waikiki? Is all of inside Waikiki for tourists? Is it the same as outside? Why is Waikiki so satisfying to tourists? The Beachwalk is touted as the new 'salvation' of Waikiki tourism—what do you see when you are there? What do you see people doing there? What aspects of Waikiki are "Hawaiian" in the tourism sense of the word, especially in the new Boardwalk/Trump Tower section—what icons/symbols?

## LANDSCAPES OF HAWAI'I (GE 204)

### T.G. Thrum's ANNUALS Reading Modules [\*= must read]

#### Module I: Read from Vol. 2: I HALA AND ARCHAEOLOGY

Traditional Hawaiian society as viewed in the late 19<sup>th</sup> century:

- \*1894: Ancient Hawaiian Water Rights and Some of the Customs Pertaining to Them, by E.M. Nakuina ..... 58
- \*1913: Hawaiian Water Rights, by A. Perry ..... 62
- \*1895: The Bird Hunters of Ancient Hawaii, by N.B. Emerson ..... 88—Note  
environmental impacts
- 1896: Hawaiian Surf Riding, by T.G. Thrum(?) ..... 92—Compare to  
modern ESPN/big business surfing
- \*1887: Hawaiian Poetical Names for Places, by C.M. Hyde ..... 111
- \*1905: On Hawaiian Duplicated Place Names, by T.G. Thrum(?) ..... 120
- \*1922: Wrestling with Place Names, by T.G. Thrum ..... 124
- \*1925: A Sea Island Land System, by J.M. Lydgate ..... 126
- \*1925: Hawaiian Land Terms, by T.G. Thrum(?) ..... 130—note  
complexity of terminology, compare to modern terms and usage—what do they tell you  
about the traditional Hawaiian view of the land?
- 1928: The Paehumus of Heiaus Non-Sacred, by T.G. Thrum ..... 134
- 1907: Heiaus and Heiau Sites Throughout the Hawaiian Islands: Island of Kauai; Island of Oahu; by  
T.G. Thrum ..... 143
- \*1907: Tales From the Temples; Heiaus of Oahu; Heiaus of Kauai; by T.G. Thrum(?) ..... 155
- \*1926: Leahi Heiau (Temple): Papa-ena-ena, by T.G. Thrum ..... 173—note the ritual  
complexity

#### Module II: From Vol. 3: FOLKLORE

A selection of Hawaiian folklore, representative of the ethics and morality embedded of the pre-European contact period. Note how many of these are integrated into locations, places and place names:

- \*1892: Battle of the Owls, a Hawaiian Legend, by Jos. M. Poepoe ..... 37—note how myth  
gives place identity on Oahu
- \*1896: Shark Stories, from Sheldon's Reminiscences ..... 42—why is there  
such a difference from the modern view of sharks when traditional Hawaiians lived and  
worked with sharks constantly?
- 1901: Ku-ula, the Fish God of Hawaii, by Moke Manu, translated and condensed by M.K. Nakuina  
..... 46
- 1902: Aiai, Son of Ku-ula; Being Part II of Ku-ula, the Fish God of Hawaii, translation completed by  
S.N. Emerson ..... 50—how do these  
operate as morality tales—what do they say about traditional Hawaiian society and its values?
- \*1907: Tradition of the Wizard Stones Ka-Pae-Mahu; On the Waikiki Sea-Beach Premises of Hon.  
A.S. Cleghorn, by Jas. H. Boyd ..... 72—these are the  
stones next to Duke Kahanamoku statue—what is their ritual value/importance today and  
why?

- 1913:** Punaaiakoae; An Ancient Tradition of Oahu, by T.G. Thrum(?) ..... 91—what moralities/values are taught in this story?
- \*1916:** The Legend of Kanehunamoku: The Phantom Isle: Home of the Menehunes and Mu’s, by T.G. Thrum(?) ..... 99
- \*1923:** Shark Beliefs, by T.G. Thrum(?) ..... 120—again why the attitudes about sharks compared to today?
- \*1923:** Legend of the Floating Island: A Kauai Version Narrated by Mrs. S. Polani, of Kapaa, by J.M. Lydgate ..... 128—how does this operate as a vision/dream?
- 1928:** Wahiawa’s Healing Stone, by T.G. Thrum(?) ..... 138—what social factors may have triggered this popularity?

Module III: Read from Vol. 1: RETROSPECTIVES, TRIVIA AND MARITIME

Read over 1 year from 1877-1898 to get a sense of what was going on that year—then read a 2<sup>nd</sup> year from 1900-1932 and look at what has changed from your 1<sup>st</sup> year, how and why?

- \*1932:** History in Honolulu Streets, by C.J. Lyons ..... 124
- \*1882:** Bits of Unwritten History, by H.L. Sheldon ..... 128
- \*1889:** Brief History of the Steam Coasting Service of the Hawaiian Islands, by T.G. Thrum(?) .... 187
- \*1894:** Old Time Hawaiian Coasting Service, by G.D. Gilman ..... 209
- \*1932:** Early Coasting Reminiscences, by T.G. Thrum ..... 234

Module IV: Read from Vol. 4: HAWAII-NEI 1875-1897

Keep in mind that these articles were written during the events in discussion or by individuals who had been a part of them, so they reflect then-contemporary attitudes and biases. But they also are a ‘view from the past’ as seen by the participants, rather than a modern (or post-modern) view of the past.

- 1889:** Early Constitution of the Judiciary of the Hawaiian Islands, by A.F. Judd ..... 77
- \*1890:** Early Visitors to the Hawaiian Islands, by W.D. Alexander ..... 79—look at this from a Hawaiian point of view
- 1890:** The Chinese Question in Hawaii, by T.G. Thrum(?) ..... 88
- 1891:** A List of All the Cabinet Ministers Who Have Held Office in the Hawaiian Kingdom, by W.D. Alexander ..... 93
- 1891:** Supreme Bench of the Hawaiian Islands, by T.G. Thrum(?) ..... 97
- \*1891:** A Brief History of Land Titles in the Hawaiian Kingdom, by W.D. Alexander ..... 100
- 1892:** The Educational Work of the American Mission for the Hawaiian People, by C.M. Hyde ..... 119—look at this in terms of acculturation and support from ari’i
- \*1893:** History of the Provisional Cession of the Hawaiian Islands and Their Restoration, by T.G. Thrum(?) .....123—note how this event set the tone of the Monarchy and trust of Americans
- \*1893:** Restoration Day: A Recollection, by G.D. Gilman ..... 136
- 1894:** A Sketch of the Constitutional History of Hawaiian Kingdom, by W.D. Alexander ..... 148
- 1894:** Chinese Immigration to the Hawaiian Islands, by W.H. Wright ..... 156—compare to 1890 article on Chinese
- 1894:** Addenda: The Present Hawaiian Situation, by T.G. Thrum(?) ..... 159—compare to 1893 articles on British takeover

- 1896: Brief Record of Rebellion, by T.G. Thrum(?) ..... 176—given how violent this was, why has it disappeared from modern discussion of Hawaii in your opinion?
- 1896: Early History of the Present House of C. Brewer & Co., Limited, by J.F. Hunnewell ... 182—a good example of the development of the *kama`aina* power elite
- 1896: History of Immigration to Hawaii, by W.D. Alexander ..... 193—note the views of different groups
- \*1897: Obsolete Street Names, by T.G. Thrum(?) ..... 202
- 1897: Hawaiian Epidemics: An Historic Account of the Principal Epidemic Periods Known to Have Occurred in These Islands, by T.G. Thrum(?) ..... 203

Module V: From Vol. 5: HAWAII-NEI: 1898-1910

- 1898: Japan's "Peaceful Invasion", by T.C. Hobson ..... 28—compare to earlier 'Chinese' articles and attitudes
- \*1899: Honolulu in 1853, by W. Goodale and T.G. Thrum ..... 42—try to compare to the Honolulu you know
- 1901: Honolulu's Battle with Bubonic Plague, by T.G. Thrum(?) ..... 77—this was the infamous Chinatown Fire and justification at the time
- \*1903: Kahoolave An Early Place of Banishment, by T.G. Thrum(?) ..... 93—compare this to contemporary views/attitudes of Kahoolawe—are they the same or have they changed?
- \*1904: Streets of Honolulu in the Early Forties, by G.D. Gilman ..... 106—as with the earlier article, compare to modern Honolulu
- \*1905: The Sandalwood Trade of Early Hawaii, by T.G. Thrum ..... 118—who were the guilty parties in this episode, why?
- \*1906: Extracts from an Ancient Log, by T.G. Thrum ..... 144—note the interesting social and geographical relationships and how Honolulu becomes dominant
- \* Early Sandalwood Trade: Hawaiian Version, by T.G. Thrum(?) ..... 155—compare to the 1905 article again for guilty parties
- 1907: Lahaina in Early Days, by G.D. Gilman ..... 162—compare this to the modern image of Lahaina/Maui
- \* Land Customs of Early Settlers in Hawaii; As Shown in the Foreign Testimony Records of the Commissioner to Quiet Land Titles, 1846, by T.G. Thrum(?) ..... 166—can you see any of the tensions that led to the *Mabele* here?
- \*1908: An Early Ascent of Maunaloa, A. Menzies and British Museum ..... 170—one of the best early accounts of Hawaii at the initial stage of contact, 2<sup>nd</sup> part below
- \*1910: Ascent of Mount Hualalai, by A. Menzies and British Museum ..... 199
- Plantation Labor Trouble of 1909, by T.G. Thrum(?) ..... 206—the plantation labor issues from the viewpoint of the *kama`aina* elites

Module VI: From Vol. 6: HAWAII-NEI: 1911-1920

- 1913: Hilo's Development and Outlook, by J.T. Stucker ..... 67—compare to contemporary views of Hilo
- \*1913: The Affairs of the Wainiha Hui, by J.M. Lydgate ..... 76—how does this fit or contradict stereotypes of Hawaiian social interaction/decisions?
- \*1913: The King's Daughter's Home, by T.G. Thrum(?) ..... 82—where was this, what's there now?
- \*1914: In and Around Honolulu, by T.G. Thrum(?) ..... 88—note changes from earlier articles

- \*1915: The Vanishing Kuleana, by J.M. Lydgate ..... 137—Hawaiian land right issues
- \*1917: Kahoolawe, by C.S. Judd ..... 158—compare this to the earlier article on Kahoolawe—same attitudes/perception or different?
- 1919: Hana of Historical Tradition and Romance, by T.G. Thrum(?) ..... 192—compare to modern views of Hana

**Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

**SCIENTIFIC METHOD DEFINITIONS**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling  
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations  
Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>