

Inst: Richard Bordner

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

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Website: www.socialresearchsystems.com. Note that syllabus, required/recc readings are at the Google Group for this course.

Texts:

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

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.

Oliveira, Katrina-Ann 2014. Ancestral Places: Understanding Kanaka Geographies.
Corvallis: Oregon State Press.

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

Skill Competencies you must have to take the course:

- Access to a computer (NOT a tablet or smartphone) Note that you must be able to access Google Earth on your computer.
- You must join the course Google Group to receive course materials

Course Grading:

Issue Presentation and Discussion Leading: You will lead two guided discussions. In this course we read a number of articles about each of the themes. You will lead a discussion about one aspect or sub-topic within that theme. You will choose which issue(s) you want to lead early in the semester. You will also have to choose one or two article(s) that the rest of the class will read. You must explain why you chose those articles. You must have the articles approved by me. **You MUST get the articles to me so I can send out the pdfs/links to the rest of the class ONE WEEK prior to the day you lead the discussion or you will receive an F for your discussion.** The presentations count for 30% of the course grade.

Issue Analysis and Evaluation Portfolios: For **Two** of the themes (one for each half of semester) that we cover in class, you will be required to turn in a written explanation of the: 1) Causes, 2) Consequences and 3) Trend Analysis of the near future on that issue. The content must reflect the course materials, specifically the assigned readings, that were part of that theme. Each portfolio will be due one week (to the day) after we finish that theme. There is a 5 page minimum length requirement. Late papers will not be accepted. Plagiarism within your portfolios will result in you receiving an F for the course. The portfolios count for 30% of the course grade.

Final Synthesis paper: The paper must be a minimum of 12 pages (text, double-spaced), with 3 major references other than class materials (3 internet sources= 1 source); **or** 2) work on your own research project approved by the instructor at the beginning of the semester. The synthesis paper is worth 20% of your course grade.

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 5% of the course grade.

Field Trip: You must complete the field trip. This will count for 5% of the course grade.

Class Participation/Attendance: CUH requires attendance. In this class you will either be leading a class or participating while your colleagues do so, so you must be present in class and participate. You are expected to engage and contribute to the discussions and ask questions. Feel free to think out loud, voice an opinion (and then retract it) and engage in useful dialog. I reserve the right to ask individuals to limit their comments so that they don't dominate the discussion, and if you are completely silent I will solicit opinions from you. Attendance and participation is worth 10% of your grade.

Mobile Rules: Due to a recent problem with cell phones, the following rules are in place: 1) cell phones are off unless you have an emergency—let me know at the beginning of class; 2) text messaging is totally unacceptable in class—if you are caught, you are out of class for that day and listed as not attending.

Field Trip.....	5%	A= 90-100	D= 60-69
Presentation (2).....	30%	B= 80-89	F= -60
Synthesis Paper.....	20%	C= 70-79	
Issue Portfolios (2).....	30%		
Reaction Papers.....	5%		
Part/Attend.....	10%		

8.24- 8.28: WEEK I: Introduction / Island formation—plate tectonics / Google Group-Earth training

Ass: MacDonald all

8.31- 9.4: 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

9.7- 9.11: WEEK III: Other geological forces in Hawai'i / Climate and ocean / Shaping the land with the elements

9.14- 9.18: 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)

9.21- 9.25: 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 Oliveira All, Thrum module III-IV

9.28- 10.2: 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

10.5 – 10.9: 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 19th century landscape / The implications of the shift from the plantation to tourism

10.12- 10.16: WEEK VIII: Political & economic change in the 20th century landscape/ Economic realities in the 21st century in Hawai'i / Ethnic identity in contemporary Hawaii—what is local, what isn't

10.19- 10.23: WEEK IX: Hawaiian identity, sovereignty discussions and it's viability in the 21st century / Social models of Hawaii's future

10.26 – 10.30: WEEK X: Individual Islands: The Big Island

11.2- 11.6: WEEK XI: Maui

11.9 – 11.13: WEEK XII: O`ahu

11.16- 11.20: WEEK XIII: Kaua'i & Ni`ihau

11.23- 11.28: WEEK XIV: Moloka'i & Lana'i

11.30-12.4: WEEK XV: The Northwestern Islands / Hawai'i's Future Possibilities and Probabilities
12/5: SYNTHESIS PAPER DUE [hard copy only]

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. 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-Kalakana*) then turn left and continue down *Kalakana 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? Detail symbols and icons outside Waikiki. Inside Waikiki. Is all of Waikiki for tourists? How does it differ from outside? Why is Waikiki so satisfying to tourists? What do you see people doing in Waikiki? Outside Waikiki? What built icons/symbols of “Hawaiian” do you see and where?

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 19th 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
- *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?
- *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
- Recommended, Not Required ---
- 1896: Hawaiian Surf Riding, by T.G. Thrum(?) 92—Compare to
modern ESPN/big business surfing
- 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

Module II: Read 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?
- *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?
- *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?

--- Recommended, Not Required ---

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?
1913: Punaakoae; An Ancient Tradition of Oahu, by T.G. Thrum(?)	91—what moralities/values are taught in this story?
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

*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.

*1890: Early Visitors to the Hawaiian Islands, by W.D. Alexander	79—look at this from a Hawaiian point of view
*1891: A Brief History of Land Titles in the Hawaiian Kingdom, by W.D. Alexander	100
*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
*1897: Obsolete Street Names, by T.G. Thrum(?)	202

--- Recommended, Not Required ---

1889: Early Constitution of the Judiciary of the Hawaiian Islands, by A.F. Judd	77
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
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
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 <i>kama'aina</i> power elite
1896: History of Immigration to Hawaii, by W.D. Alexander	193—note the views of different groups

1897: Hawaiian Epidemics: An Historic Account of the Principal Epidemic Periods Known to Have Occurred in These Islands, by T.G. Thrum(?)	203
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Module V: Read from Vol. 5: HAWAII-NEI: 1898-1910

*1899: Honolulu in 1853, by W. Goodale and T.G. Thrum	42—try to compare to the Honolulu you know
*1903: Kahoolawe 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: 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 <i>Mabele</i> 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 nd 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 <i>kama'aina</i> elites

--- Recommended, Not Required ---

1898: Japan's "Peaceful Invasion", by T.C. Hobson	28—compare to earlier 'Chinese' articles and attitudes
1901: Honolulu's Battle with Bubonic Plague, by T.G. Thrum(?)	77—this was the infamous Chinatown Fire and justification at the time
1907: Lahaina in Early Days, by G.D. Gilman	162—compare this to the modern image of Lahaina/Maui

Module VI: Read from Vol. 6: HAWAII-NEI: 1911-1920

*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?

--- Recommended, Not Required ---

1913: Hilo's Development and Outlook, by J.T. Stucker	67—compare to contemporary views of Hilo
1919: Hana of Historical Tradition and Romance, by T.G. Thrum(?)	192—compare to modern views of Hana

We comply with all federal laws and guidelines including Title 9.

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

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>