

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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Note that syllabus, required 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) [in 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 e-books). Remember there are 6 volumes you need to purchase.

Beamer, Kamanamaikalani 2014. No Makou Ka Mana: Liberating the Nation.  
Honolulu: Kamehameha Pub.

**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:**

- You must join the course Google Group to receive course materials

### **Course Grading:**

#### **GRADING:**

- **COMPETENCY MEASURES:** 2 competency measures, both essay and take home.
  - They will cover both the readings and the lectures
  - You will have roughly a week to work on them
  - The mid-semester one counts for 10% of your course grade;
  - the final competency measure for 30% of your course grade.
- **CONCEPT ANALYSIS ASSESSMENT OR SERVICE LEARNING PROJECT:**
  - For **Two (2)** of the concepts (one for each half of semester) that we cover in class, you will be required to turn in a written explanation of the: 1) the definition and application of the concept in anthropology, 2) its relevance to your intended career and your personal life; and 3) how it will be manifest in social behavior here in Hawai'i in 10 years.
    - The content must be based on and reflect the course materials. In the schedule you will find the acceptable concepts that you must choose from and their due dates.
    - There is a three page minimum length requirement with citations where appropriate. Late papers will not be accepted.
    - Multiple individuals with the same content will be counted as plagiarism and will result in you receiving an F.

- The concept analyses count for 20% [10% each] of the course grade.
  - Service Learning Project
    - The SL Option for this class is tutoring at one of the elementary/intermediate schools we assist that has a diverse Pacific Island population; OR the Google Earth Old Hawai'i Project
    - You register for this through our Service Learning Center
    - For the SL Option you must a Final Report and compile daily field notes of your experiences. The Final Report will include how it contributed to increasing your understanding of the course material and value of the service to you.
- GUIDED PRESENTATION:
  - You work solo or as a team of 2
  - In this course we have a number of concepts linked to each of the modules.
  - You will lead the class in a guided discussion about one concept covered in the course
  - Your presentation will be based on Powerpoint or some other media/public display (your choice) and take approximately 10 minutes. You will be given 5 more minutes to lead a discussion with your classmates input so provide thoughtful points for them to ponder.
  - It must include: 1) the definition and use of the concept in this course; 2) the relevance of the concept to you and your classmates [why they should learn and use it]; 3) 2-3 points to ponder to drive discussion at the end of the Presentation.
  - The material must be submitted in electronic format at least 1 week prior to your presentation
  - 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 Guided Presentation will be worth 20% of the course grade
- LEARNING ASSESSMENT ASSIGNMENTS:
  - I am changing a number of components of the course, specifically geared towards enhancing your ability to learn and self-regulate. I can guide you, but no one can make you learn—it's a cooperative venture.
  - There will be a number of tasks during the semester directed at learning, both readings and tasks. You will be graded on the completion of the assigned tasks.
  - Learning Assignments count for 5% of your course grade.
- REACTION PAPERS:
  - You will write a number of reaction papers
  - These will be on questions posed in class, usually related to videos
  - You will not be graded on grammar
  - They will be from 1-2 pages in length
  - Reaction Papers count for 5% of the course grade.
- FIELD TRIP:
  - You must complete ONE of the field trips noted below
  - This will count for 5% of the course grade
- ATTENDANCE:
- Attendance is mandatory in all CUH courses

- Attendance counts for 5% of your course grade
- ELECTRONICS RULES:
  - Computers-tablets used to take notes in class are encouraged
  - If you abuse this by trying to multi-task either with social media or working on material for other courses, you will lose the privilege for the rest of the semester
  - Smartphones are not acceptable as classroom devices, so they must be off;
  - Breaking these rules will result in you being thrown out of class for that day and listed as not attending.

Competency Measures (2).. 40%  
 Concept Analysis (2)..... 20%  
 Guided Presentation.....20%  
 Learning Assignments..... 5%  
 Field Trip ..... 5%  
 Reaction Papers.....5%  
 Attendance.....5%

A= 90-100  
 B= 80-89  
 C= 70-79

D= 60-69  
 F= -60

**THERE IS NO POSSIBILITY OF EXTRA-CREDIT WORK IN THIS CLASS**

8.22- 8.26: WEEK I: Introduction; Google Group-Earth-Old Hawai'i Project; plate tectonics

**Ass: MacDonald all [pdf]; Thrum Module I**

**Watch Google Earth MOOC training video (8min) at  
<https://mapping.withgoogle.com/unit?unit=28>**

Concepts: Google Earth-GIS; intro geology; plate tectonics-hot spot

8.29- 9.2: WEEK II: Hawai'i Geology-Volcanology

**Ass: Read Thrum module II; Geology walk TBA-wear comfortable clothes**

Concepts: Volcanology HI style; Volcanoes, rifts; secondary eruptions-Kaau Crater-Lae'ahi

9.5- 9.9: WEEK III: Erosional forces Hawai'i; Darwin; Microenvironments-fragility

**Ass: Read Thrum module III-IV; Beamer Intro-Ch. 2**

Concepts: isolation factors; age of islands; Darwinian survivor impacts; Island microenvironments

9.12- 9.16: WEEK IV: Climate zones; Polynesian arrival; Hawaiian toponymy

**Ass: Read Thrum module V**

Concepts: biotic regimes; Hawaiian geographical-social concepts; human impacts

9.19- 9.23: WEEK V: / Hawaiian social landscapes 300-1800 c.e.

**Ass: Read Beamer Ch. 3-4**

**First Concept Analysis Assessment Due**

Concepts: Early Polynesian system-land use; Post-Pa'ao system-land use; pressures-conflicts; ritualized land changes; Hawaiian landscape 1700; agricultural systems-corvee

9.26- 9.30: WEEK VI: European Contact; environmental impacts; changing cultural landscapes 1800-1860

**Ass: Read Thrum module V; Beamer Ch. 5-6**

Concepts: Consumerism-Commodification; Ari'i-Europeans-Missionaries; Mahele-usufruct-land as commodity; post-Mahele loss-consolidation of land

10.3 – 10.7: WEEK VII: Land control-cash economy; changing 19<sup>th</sup> century landscapes;

**Mid-Semester Competency Measure Paper Out-Return**

Concepts: 'Plantation Boys' period-Plantations; WMB mindset changes; replacement toponymy; Hawaiian out-migration; homesteading-DHHL, 'endangered Hawaiians'; mainland US-San Francisco impacts

10.10- 10.14: WEEK VIII: 20<sup>th</sup>- century cultural landscapes; plantations-tourism; 21<sup>st</sup> century cultural landscapes; Commodifying ethnicity in contemporary Hawaii

Concepts: Military dominance 1910-2020; WWII impacts; Tourism changes-commodifying ethnicity in contemporary Hawaii; OHA-Federal-State; mainland financial dominance 1950+

10.17- 10.21: WEEK IX: Tourism Hawaii Style; Hawaiian sovereignty discussions

**Ass: Read Thrum Module VI**

Concepts: Tourism phases HI; persistent tourism stereotypes; imaginary landscapes, imaginary people; bulk tourism 1966+; tourism enclaves 1975+; changing tourist perceptions; dominance of part-time resident model 1990+; Hawaiians and tourism

10.24 – 10.28: WEEK X: Individual Islands: The Big Island

**FIELD TRIP PAPER DUE 10.28**

Concepts: Volcanism-tourism; cultural landscapes 1400-2020; dryland field systems; climatic change-grazing mammals; ranching impacts; THE VOLCANO as icon; Hilo paradox; 'empty land' social impacts

10.31- 11.4: WEEK XI: Maui-Kaho'olawe

Concepts: Haleakala-rifts; dry forest-cloud mist; Lahaina Roads; Maui 1400-2020 cultural landscapes; ari'i politics 1600-1800; ranching impacts; plantation irrigation systems-water control; commodification of water; New Age Maui Tourism; Kaho'olawe as symbol(s);

11.7 – 11.11: WEEK XII: Moloka'i & Lana'i

Concepts: Landslips-Moloka'i sea cliffs; positioning vs dominant islands (Maui, O'ahu); dominant single owners; self-sufficiency in Hawai'i

11.14- 11.18: WEEK XIII: O'ahu

**Second Concept Analysis Assessment OR Service Learning Paper Due**

Concepts: secondary eruptive sequences-landslips; Pearl Lochs; Honolulu Port Town 1800+; Primate City status 1850+; Military dominance 1900+; ethnic enclaves; Waikiki as cultural landscapes; American values vs Islands; resource depletion

11.21- 11.25: WEEK XIV: Kaua'i & Ni'ihau

Concepts: Erosion-secondary eruptive sequences; microenvironment extremes; pre-1820 relationship with eastern islands; Ni'ihau as private estate 1864+; tourism impacts-enclaves Poipu-Princeville-Kukui'ula; post-Robinson Ni'ihau?

11.28-12.2: WEEK XV: Hawai'i Projected Futures

**Final Competency Measure Paper DUE 12.7 [hard copy only]**

Concepts: Single source economies; Growth Model commitment; 12 million visitor goal 2020; investors vs local owners; affordable housing-homeless; car dependency

**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-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 *Kanikapolei 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 HAWAII (GE 204)

### T.G. Thrum's ANNUALS Reading Modules

[\*= must read]

#### **READ 8.22** Module I: **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*
- \***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, But 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

#### **READ 8.29** Module II: **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*



<i>this operate as a vision/dream?</i>	
<b>--- Recommended, But Not Required ---</b>	
<b>1901:</b> Ku-ula, the Fish God of Hawaii, by Moke Manu, translated and condensed by M.K. Nakuina .....	46
<b>1902:</b> Aiai, Son of Ku-ula; Being Part II of Ku-ula, the Fish God of Hawaii, translation completed by S.N. Emerson .....	50— <i>how do these operate as morality tales—what do they say about traditional Hawaiian society and its values?</i>
<b>1913:</b> Punaaiakoae; An Ancient Tradition of Oahu, by T.G. Thrum(?) .....	91— <i>what moralities/values are taught in this story?</i>
<b>1928:</b> Wahiawa's Healing Stone, by T.G. Thrum(?) .....	138— <i>what social factors may have triggered this popularity?</i>

#### **READ 9.5 Module III: Vol. 1: RETROSPECTIVES, TRIVIA AND MARITIME**

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

#### **READ 9.5 Module IV: 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.*

<b>*1890:</b> Early Visitors to the Hawaiian Islands, by W.D. Alexander .....	79— <i>look at this from a Hawaiian point of view</i>
<b>*1891:</b> A Brief History of Land Titles in the Hawaiian Kingdom, by W.D. Alexander .....	100
<b>*1893:</b> History of the Provisional Cession of the Hawaiian Islands and Their Restoration, by T.G. Thrum(?) .....	123— <i>note how this event set the tone of the Monarchy and trust of Americans</i>
<b>*1893:</b> Restoration Day: A Recollection, by G.D. Gilman .....	136
<b>*1897:</b> Obsolete Street Names, by T.G. Thrum(?) .....	202

#### **--- Recommended, But Not Required ---**

<b>1889:</b> Early Constitution of the Judiciary of the Hawaiian Islands, by A.F. Judd .....	77
<b>1890:</b> The Chinese Question in Hawaii, by T.G. Thrum(?) .....	88
<b>1891:</b> A List of All the Cabinet Ministers Who Have Held Office in the Hawaiian Kingdom, by W.D. Alexander .....	93
<b>1891:</b> Supreme Bench of the Hawaiian Islands, by T.G. Thrum(?) .....	97
<b>1892:</b> The Educational Work of the American Mission for the Hawaiian People, by C.M. Hyde .....	119— <i>look at this in terms of acculturation and support from ari'i</i>
<b>1894:</b> A Sketch of the Constitutional History of Hawaiian Kingdom, by W.D. Alexander .....	148
<b>1894:</b> Chinese Immigration to the Hawaiian Islands, by W.H. Wright .....	156— <i>compare to 1890 article on Chinese</i>
<b>1894:</b> Addenda: The Present Hawaiian Situation, by T.G. Thrum(?) .....	159— <i>compare to 1893 articles on British takeover</i>

- 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:** Hawaiian Epidemics: An Historic Account of the Principal Epidemic Periods Known to Have Occurred in These Islands, by T.G. Thrum(?) ..... 203

**READ 9.12** Module V: **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:** 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:** 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 Mahele 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*

**--- 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*

**READ 10.17** Module VI: **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>