

Inst: Richard Bordner

Off. Hours: Upper (*mauka*) Beh. Science Bldg #114, MWF 11:30-2, T/R 11-12:20 or by app't. In person or via Zoom meeting

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Website/Blogposts: <https://greatsageproject.org/>

Texts: Required:

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

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.

Recommended:

Mak, 2008. Developing a Dream Destination. Honolulu: UH Press.

Ingersoll, Karin 2016. Waves of Knowing: A Seascape Epistemology. Durham: Duke Univ. 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

Skill Competencies you must have to take the course:

We will be using Canvas for this course. You will also get an invite to share some of my Google Drive folders that have course materials for your use. You must be comfortable with retrieving data from the Web to complete the Service Learning Project. If you need assistance, contact me or the CUH Help Desk.

Please send all Assignments to me as e-mail attachments, either as Word docs/rtf/pdf formal files.

Do not attempt to complete all the course work on your phone—get a tablet. You can get a durable cheap one on Amazon for under \$100 US, or the price of one of your serious textbooks [Kindle Fire 8= \$89; Samsung Tab A= \$109]. Your eyes and carpal tunnel will thank you, not to mention you have a larger screen for gaming/videos.

GRADING:

- **CRITICAL THINKING EXERCISES:** You will complete a series of Critical Thinking Exercises [6 total-see Schedule]. At the start of each module I will post some topics you might want to consider, or you can do one based on your own personal interest from the materials in that module—if you want to do your own, you must check we me first to see is it's appropriate.
 - Each CT will consist of a minimum of 6 paragraphs in a specific format [see below]
 - The CTs count for 70% of your course grade;
- **PALOLO-PUKELE PROJECT SERVICE LEARNING ASSIGNMENT:**

- At the end of the Syllabus you will find the proposal sketch for the Palolo-Pukele Project. Everyone will take on one piece of this project in coordination with me. Think about what area looks the most interesting (in the Archival path) and let me know. I will assign you a specific task to complete as your Assignment. You will find the draft proposal for the project at the end of the syllabus.
- You must register with the Service Learning Office (they coordinate all the service learning on campus) to get credit for this assignment.
- The Palolo Assignment will be worth 15% of the course grade

- REACTION PAPERS and LEARNING ASSIGNMENTS [as required]:
 - You will write a number of reaction papers on questions posed to videos
 - You will not be graded on grammar
 - They will be from 1-2 pages in length
 - There will also be several assignments during the semester directed at learning, both readings and tasks. You will be graded on the completion of the assignments.
 - Reaction Papers/Learning Assignments count for 5% of the course grade

- VIRTUAL FIELD TRIP:
 - You must complete the Waikiki Virtual field trip described later in the syllabus in Street View on Google Earth (free download)
 - This will count for 5% of the course grade

- ATTENDANCE:
 - Attendance is mandatory in all CUH courses, in-person or via Zoom meetings
 - Attendance counts for 5% of your course grade

CT Exercises (6).....	70%	A= 90-100	D= 60-69
Palolo Assignment.....	15%	B= 80-89	F= -60
Reaction/Learning Assign.....	5%	C= 70-79	
Waikiki Virtual Field Walk.....	5%		
Attendance.....	5%		

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

You have 1 week from the due date on assignments to turn them in w/o penalty; after that late submissions will be penalized. Assignments more than 3 weeks late will not be accepted. I usually get assignments graded w/in 2 working days of submission, but for major assignments it will be 1 week after the due date.

Critical Thinking (CT) Exercise Format

CT FORMAT:

4 Parts [THESE ARE THE MINIMUMS]:

- 1) Concept or topic covered—specify and define [1 PARAGRAPH]
- 2) Put into a context—what is it's importance w/in course material [1-2 PARAGRAPH]
- 3) Go into detail on 1-2 specific aspects of the concept/topic NOT covered in the class materials—you can use your course readings but you must also have at least 1 source outside of the course materials [5-6 PARAGRAPHS]

- 4) Discuss the context/relevance of this concept to you (personal), to us (Hawai'i), and to us (global) [2-3 PARAGRAPHS]
- 5) Citations with bibliography [APA format preferred]

RULES:

PARAGRAPH= defined as having 2 or more sentences.

CITATIONS= You must show where you got your material from. You MUST support your material with citations.

WAYS TO LOSE POINTS:

1 Use internet/generic definition rather than discipline [course] specific definition= 1 grade down

Logic= If you can't remember that the course is within a discipline, which has specific definitions attached to terms, then you're not engaging in the class. Also if you forget this rule, you need to be reminded to focus on task.

2 Merely repeating class [PowerPoint/talks] materials= 1 grade down minimum

Logic= If you can't be organized time-wise to look for outside sources, then you're not completing the assignment—you're merely repeating my materials back to me.

3 Opinion-Only Writing= If your writing only shows your opinion on the concept/topic; no citations= 1 grade down minimum

Logic= No one really cares about opinions—they want proof to back up your assertions/analyses so that you are more convincing. If you really need to vent, that's what social media is for.

4 Working on exercises with others= minimum 1 grade down

Logic= Sharing material means either you're putting in ½ the effort, or, more likely, one member is doing all the work and the other are entertaining (hopefully) parasites.

5 Bogus citations/sources= 1 grade down minimum

Logic= If you only pull your sources from the immediate [Wikipedia-only for example] then just as with the generic definition, you're not engaging with the material and showing any effort to process the class materials.

AN 340: WAIKIKI VIRTUAL FIELD WALK

You **must complete the Waikiki Virtual Field Walk**. FOLLOW THE DIRECTIONS (there is a reason I want you to walk in that pattern), wander around, pause frequently and look around you. Write a short (no less than 2, no more than 5 page) reaction paper responding to the questions I've posed below. 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.

Directions: **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 then turn left and continue down **Kalakaua Ave.** into Waikiki. Pay special attention to the 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.**

Field Walk Questions: 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 an 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? How do residence patterns differ INSIDE Waikiki compared to McCully? Is all of Waikiki for tourists? How does Waikiki differ from the areas outside? Why is Waikiki so satisfying to tourists? What symbols of "Hawaiian" do you see manifested in Waikiki? Detail—what icons/symbols? What do they mean to tourists?

GE 204: COURSE SCHEDULE FALL 2020

8/24 - 9/4: MODULE 1 [MOD 1 GEOLOGY-GEOGRAPHY]: Introduction; Old Hawai'i / Palolo-Pukele Projects; plate tectonics

Ass: MacDonald all [pdf]; Thrum Module I-IV; Beamer Intro-Ch. 2

Geology walk (?) TBA-wear comfortable clothes

Concepts: Google Earth-GIS; intro geology; plate tectonics-hot spot; Volcanology HI style; Volcanoes, rifts; secondary eruptions-Kaau Crater-Lae'ahi; isolation factors; age of islands; Darwinian survivor impacts; Island microenvironments; biotic regimes

9/7 - 9/18: MODULE 2 [MOD 2 HAWAIIAN LANDSCAPES]:

Ass: Read Thrum module V; Beamer Ch. 3-4; Select Palolo-Pukele Project Task

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

9/21 - 9/25: MODULE 3 [MOD 3 MONARCHY LANDSCAPES]:

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

9/28 -10/2: MODULE 4 [TERRITORIAL-MILITARY LAND]:

Concepts: 'Plantation Boys' period-Plantations; WMB mindset changes; replacement toponymy; Hawaiian out-migration; homesteading-DHHL, 'endangered Hawaiians'; mainland US-San Francisco impacts; Military dominance 1910-2020; WWII impacts

10/5 - 10/9: MODULE 5 [HAWAII TOURISM]:

Ass: Read Thrum Module VI

Concepts: 20th- century cultural landscapes; plantations-tourism; 21st century cultural landscapes; Commodifying ethnicity in contemporary Hawaii Tourism changes-commodifying ethnicity in contemporary Hawaii; OHA-Federal-State; mainland financial dominance 1950+; 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

10/12 - 10/16: MODULE 6 [BIG ISLAND]:

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

10/19 - 10/23: MODULE 7 [MAUI-KAHO'OLAWA]

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);

10/26 - 10/30: MODULE 8 [MOLOKA'I-LANA'I]:

WAIKIKI FIELD WALK DUE 11.2

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

11/2 - 11/13: MODULE 9 [O'AHU]:

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

11/16 - 11/18: MODULE 10 [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?

11/19 - 11/25: MODULE 11 [DEVELOPMENT-CHANGE]:

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

Thrum's ANNUALS Required/Recommended Reading for GE 204

[*= must read]

Thrum's Readings Module I: 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, 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

Thrum's Readings 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 this operate as a vision/dream?*

--- Recommended, But 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: Punaaiikoe; 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?*

Thrum's Readings Module III: 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

Thrum's Readings 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.

- *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, But 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 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

Thrum's Readings 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, 2nd 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*

Thrum's Readings 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*

PALOLO-PUKELE CULTURAL HISTORY SERVICE-LEARNING PROJECT DRAFT

r.b. 6/2020

PROJECT RATIONALE:

The Saint Louis School-Chaminade University campuses are located on the slopes of Ka Lae Pohaku within the area of Palolo Valley. While the campus (then of Saint Louis School) moved to Palolo in 1927-28, there has never been any comprehensive historical, biological or cultural study done of Palolo Valley. A historical survey of Kaimuki was published by John Takasaki in 1979 (Hawaii Journal of History) which mentions some sections of Palolo but that is the extent of overall survey material to date.

As Saint Louis School and Chaminade University both seek to more closely align their academic goals with engagement with the local (Palolo) community, the need for a comprehensive study of the past and present cultural landscape of Palolo has become clear. From the academic perspective, this allows faculty to engage students in meaningful place-based learning, which is central to the Hawaiian educational logic we support and encourage. This also provides a venue for faculty to engage in advanced research based on their areas of expertise within a common research topic. From the student's perspective (both secondary and university levels) this will be able to relate academic subjects and concepts to real-world scenarios based in their local community. For the Palolo community, this will provide both a document detailing the past and

current conditions in Palolo Valley. This project will be a valuable resource for contemporary and future discussions about land use and decision making in Palolo.

As a comprehensive study, there will be a number of interrelated components to the project, ranging from archival research to ground-based survey. Following is a minimal outline of research themes found in cultural landscape regional studies:

Archival Theme material. All this should extend from the any early accounts-*Nupepa* Project-Star Advertiser archives, State Archives:

Compile a social history of Palolo-Pukele including any events

Biography-genealogy of families in Palolo-Pukele, especially LCA claims. Include their claims and history outside of just Palolo-Pukele.

Past and contemporary land use in Palolo-Pukele, especially agricultural use along Palolo-Pukele Stream. This would include all available text and any photos including ones illustrating agricultural patterns in Hawai'i even if not Palolo-specific [dryland ag, truck farming...]. This should include a discussion of most successful species and why. A key component will be integrating interviews of contemporary farmers in Pukele.

A summary of the current geological analysis of Palolo, which has a very complex geology based on the secondary Honolulu Volcanic eruptive sequence.

Past and contemporary religious use in Palolo-Pukele [I remember when I lived on Waiomao Rd. that a very controversial temple was built in the back [Korean Buddhist?]-what happened to it?] and do the religious institutions reflect perception of Palolo and changing ethnic residential patterns?

Field Survey material. This will be based on a pedestrian survey of Pukele Stream from the merge with Waiomao Stream *mauka* as far as accessible. The various themes will be running concurrently with students working on multiple projects simultaneously.

The first key component will be the botanical inventory/sampling, with an emphasis on traditional botanical communities still extent in the valley, along with a secondary emphasis on contemporary economically viable botanical communities. One theme will be the examination of potentially economically viable agricultural expansion in the valley, especially xerophytic. A significant portion of this work will include interviews with existing (and past if possible) farmers in Pukele with any insight they have on farming in the area in the 21st century and potential futures.

The second component will be a water-quality sampling of Pukele Stream, with the theme of examining the changes in water quality from *mauka* to *makai* in the stream.

The third component will be a zoological inventory/sampling of Pukele Stream, both of indigenous and exotic communities currently existing along (and in) the stream.

The fourth component will be an archaeological inventory survey examining past land use visible in the landscape along Pukele Stream. This will include any remnant archaeological features (most likely agricultural) both pre-contact and historic. A theme will be historic changes manifest in the built landscape. Where possible this survey will extend up the valley slopes to include as much of the Pukele Stream watershed as possible.

Progress and Summary Reports: A key component of this project is the engagement of the local community. A central part of this will be a website reporting work done to date and ongoing research. This will be updated as new research becomes available, with the goal of eventually having a repository for the Palolo-Pukele community reflecting on the past, present future of the valley. This would be best served by a free-standing website under direct control of the

Project staff with either CUH or SLS administrative control (or possibly the Marianist Center?). As components are completed, final reports will be generated as formal research reports by the combined student-staff-faculty involved in that specific component.

GENERAL INFORMATION:

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kokua Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, [please refer to the Student Handbook \(Links to an external site.\)](#).