A culture is transmitted through education, both informal and formal. Hawaiian education was permeated with religious attitudes, values, and practices. This seminar will first study the goals, ideals, and methods of education in classical Hawaiian culture as well as their influence on literature and thought. Next, the interaction of Hawaiian education with the introduced Western system will be examined from their initial encounter until today. Finally, the contemporary value of Hawaiian education will be appraised.

Reading will include Hawaiian sources in translation or in the original as well as three recent publications by the seminar leader: *Classical Hawaiian Education: Generations of Hawaiian Culture*, *Moses Kuaea Nākuina: Hawaiian Novelist*, and “The Academic Study of Hawaiian Culture.”

Students will write one twenty-five-page paper based on independent research. Students will present their findings in the seminar and lead the discussion.

Instructor: John Charlot
SAK A307    Telephone: 956-6848    charlot@hawaii.edu

Sachi Lamb
Ian Masterson
Adam Pave
John Sweeney
REL 663C SEMINAR ON HAWAIIAN RELIGION SPRING 2005

CLASSICAL HAWAIIAN EDUCATION

Tuesday 4:00—6:30 PM, Kuykendall 204

Instructor: John Charlot
Office: Sakamaki A307. Telephone: 956-6848. charlot@hawaii.edu, www2.hawaii.edu/~charlot
Hours: TR 1:00–2:30 and by appointment.

A culture is transmitted through education, both informal and formal. Hawaiian education was permeated with religious attitudes, values, and practices. This seminar will first study the goals, ideals, and practices of education in classical Hawaiian culture as well as the influence of Hawaiian education on literature and thought. Next, the interaction of Hawaiian education with the introduced Western system will be examined from their initial encounter until today.

Students will write two five-page papers and one fifteen-page semester paper.

Tentative Schedule

January 9: Introduction.
Reading: Emerson 1909; Johnson 1981; Kelly 1982; Charlot 1997; Classical Hawaiian Education, Appendix I.

January 16: Discussion of the first readings.

Five-page essay on some aspect of this book.

January 30: Discussion of Charlot: Classical Hawaiian Education, Preface, Chapters I–III.
Topic approval for fifteen-page semester essay.

February 6: Discussion of Classical Hawaiian Education, Chapters IV–V, Appendices VI, VII.
Five-page criticism of some aspect of this book.

February 13–20: Discussion of Hawaiian Texts, in the following order:
“Story of Lonoikamakahiki”
“Legend of Kana and Niheu”
“Story of Pakaa” and “Legend of Kuapakaa”
“Legend of Kaipalaoa, the Hoopapa Youngster”
Charlot: Moses Kuaea Nākuina: Hawaiian Novelist
February 20: Outline and bibliography of semester essay.

February 27: Discussion of Classical Hawaiian Education, Chapter VI, Appendices II, IV, VIII.

March 6–13: Ideas for Hawaiian Education today.
Charlot: “The Academic Study of Hawaiian Culture”

March 20–April 24: Student Presentations.

May 1: General Discussion.
Semester paper due.
Deadlines for semester paper
Topic approval: January 30.
Outline and bibliography: February 20.
Due: May 1.

Grading (plus/minus)
10% for each five-page paper.
20% for class participation
60% for semester paper and presentation.
An unexcused absence will result in the loss of half a grade.

READING


 PACKET

“Legend of Kaipalaoa, the Hoopapa Youngster,” pp. 574-595.

“Story of Pakaa” and “Legend of Kuapakaa,” pp. 72-135.


Optional

