

**CAMPUS:** LEEWARD COMMUNITY COLLEGE  
**CHAIR OF CAMPUS HAP BOARD:** TRACIE LOSCH  
**DATE:** APRIL 26, 2013

**I. APPROVAL CRITERIA**

**YES**      **NO**

☒☐

HAP requirement is established as a general education requirement of the campus' associate of arts and/or bachelor's degree.

Comment:

☒☐

HAP hallmarks are the criteria used to approve courses as HAP designated.

Comment:

☒☐

3. There is appropriate campus support including:

Comment:

a. adequate numbers of courses to meet student needs.

*There are 5 different courses available and 10 approved instructors.*

☒☐

b. adequate support to manage the HAP program

*Comment: No additional support is need at this time.*

☐☒

c. adequate budget for expenses related to the HAP Board

*Comment: There is no budget allocated for the HAP Board*

☒☐

4. There is an appropriate course designation and course renewal procedures.

*Comment: See Appendix A- HAP Focus Information packet*

☒☐

5. There is an appropriate assessment of student learning outcomes and the use of the assessment results to improve educational effectiveness.

*Comment: Each of the approved courses and their SLOs are reviewed on a regular basis as part of the campus assessment process.*

☒☐

6. There is faculty training that is consistent with HAP requirements.

*Comment: There are teacher resources in the HAP information packet (Appendix A, page 3). Faculty training is on a case-by-case basis. Typically, faculty meet with one or more of the HAP board*

## **II. COURSE CHANGES**

**7. List new course(s) approved during current academic year.**

None.

**8. List HAP approved courses whose designation was terminated or changed.**

None.

**9. List any HAP approved courses that were renewed.**

HWST 107 ARCHER

HWST 107 BUNAG

## **III. OTHER**

**10. Describe any significant issues regarding the HAP process on your campus.**

We have instituted a course-based approval process for courses that inherently meet the HAP hallmarks. In these cases, there is a designated focus course coordinator who ensures that all course instructors are aware of the course's Focus designation and teach the course in accordance with the Focus Hallmarks. This Course Coordinator reports to the HAP regarding approved instructors.

**11. Identify any issues for discussion for the Systemwide HAP Board.**

One of the issues discussed often is the nature of "native voice." Do diasporic populations count? For example, is an ethnically Japanese writer who was born and raised in Hawai'i a "native voice," to Japan or Hawai'i? Another related question: is an aboriginal Hawaiian author born and raised on the continental U.S. "native voice"?

## **IV. Personnel**

12. Effective fall 2013, the new chair of the LeeCC HAP Board will be Lu'ukia Archer, please include here on all communication lists.

[archer@hawaii.edu](mailto:archer@hawaii.edu)

(808) 455-0627

Leeward Community College, FA 119

# Appendix A: HAP Focus Designation Packet

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## Hawaiian, Asian and Pacific (H) Focus Designation

The Focus requirements identify important skills and discourses necessary for living and working in diverse communities, such as Hawai‘i. The Focus requirements can be satisfied through major courses and Diversification courses.

## How do I apply for the HAP Designation?

There are two general categories of H-focus application – instructor-based and course-based.

### Instructor-based application

Approval is given to an instructor + course combination. Thus, *each person who is teaching a section of the course must submit his or her own proposal to be approved*. Once approved, the course section(s) will be designated as satisfying the HAP Focus requirement for three (3) years. At the end of the approval period, the designation can be renewed for five (5) years.

### Course-based application

Course-based designations are for courses that inherently meet the H-focus hallmarks and all sections of the course will be offered as H-focus. These courses must fit the following criteria:

1. Inherency of Focus<sup>1</sup> – All course syllabi demonstrate that the course meets the Hallmarks of the Focus designation requested, either because the Focus is inherently a part of the course content, or because the discipline has dictated that all sections of the course will meet the Focus Hallmarks.
2. Focus course coordinator. The discipline must designate a Course Coordinator who will ensure that all course instructors are aware of the course’s Focus designation and teach the course in accordance with the Focus Hallmarks. This Course Coordinator will report to the HAP regarding approved instructors.

Course-based applications are approved for a (5) five year term.

### For Existing Courses

Once you have determined whether you are applying for instructor-based or course based designation, submit the appropriate application form and supporting documents to the Leeward Community College HAP Board. The HAP Board accepts application each semester (effective the following semester).

If the Board determines that the proposal does not adequately address the Hallmarks, the proposal may be revised and resubmitted. If the course needs substantial revision, Curriculum Committee action will be required.

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<sup>1</sup> Notes on the “Inherency of Focus” criterion – (1) The course may meet the Hallmarks either because (a) course content dictates it or (b) discipline policy dictates it. (2) Courses that involve content relating to a Focus area but can be taught without meeting all of the Focus Hallmarks do not meet the inherency criterion. For example, a course may involve writing but provide little guided writing instruction. That course is not inherently Writing Intensive. (3) Courses for which one instructor has developed a syllabus that meets the Focus Hallmarks, but which other instructors can teach without meeting all of the Focus Hallmarks, do not meet the inherency criterion.

## For New Courses

If a new course is being developed, the appropriate application (instructor-based or course-based) may be submitted simultaneously to both the Curriculum Committee and the Leeward Community College HAP Board, but the Board will wait for a Curriculum decision by Faculty Senate before acting.

## Terms and Restrictions

- Instructor-based - For first time designees, the H-focus designation may be given only for a 3-year period. Thereafter, renewals of the previously approved course and instructor last 5 years at a time.
- Once given a H-focus designation, the course cannot have a Foundations designation.
- Approval is given to an **instructor + course** combination. Thus, each person who is teaching a section of the course must submit his or her own proposal to be approved.
- If a course and instructor is accepted, the course with that specific instructor will carry the H-focus designation and be required to meet the Hallmarks each time the course is taught.
- Designations will not be awarded to un-staffed sections.
- Course-based designations last (5) years and must be reviewed by a Course Coordinator

## Associate of Arts Degree Requirements

Leeward Community College requires students to take one (3 credit) Hawaiian, Asian, and Pacific (HAP) course as part of the Associate of Arts Degree.

*For more information go to the Leeward Community College A.A. Requirements page*

<http://www.leeward.hawaii.edu/aa-degree-requirements>.

## Articulation to Mānoa

A HAP multi-campus articulation agreement has been signed. As a result, course sections offered in Spring 2009 or later that have been given a HAP designation at HonCC, KapCC, KauCC, LeeCC, MauiCC, WinCC, UH Mānoa, and/or UH West O‘ahu will articulate to any of the other participating campuses as fulfilling the HAP Focus requirement.

*For more information go to the UH Mānoa Focus homepage* <http://www.hawaii.edu/gened/focus/h.htm>.

## Procedures to Request New or Renew an H A P (H-focus) Designation:

Carefully review the Hallmarks and the Explanatory Notes for the HAP designation when deciding whether to propose a course, as your proposal will need to demonstrate clearly how the course meets each Hallmark. It may help to review proposals for other courses that have been accepted in that category. For an H Focus designation (both new and renewal) you must submit the following to the H-focus Board:

1. **Application Proposal form**
2. **Annotated course syllabus** that includes the following information:
  - a. **Summary statement** in the syllabus describing how the course relates to all the Hallmarks of the HAP (H) designation.
  - b. Detailed **week by week** listing that...
    - i. provides information about readings, assignments, and other activities that are pertinent to the Hallmarks, and
    - ii. identifies where and how each of the HAP Hallmarks is met.
3. **Course bibliography**, which identifies resources by Native/indigenous people from Hawai‘i and your chosen area (Asia or the Pacific)
4. **Contact Information** should the Board have questions about your syllabus.

## CHECKLIST

	<b>Application Proposal Form</b>
	<b>Annotated course syllabus</b>
	<b>Bibliography</b>

## Hallmarks and Explanatory Notes

The Hallmarks and Explanatory Notes (italicized notes in blue following hallmarks) are used to designate a class as an official Hawaiian, Asian, and Pacific (HAP) Issues Focus class.

There are no prescribed percentages for individual Hallmarks, but 2/3 of the course must address the one or more Hallmarks, and each Hallmark must be addressed. This can include but is not limited to texts, videos, guest speakers or field trips.

### **HALLMARKS**

To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a class must satisfy the following Hallmarks:

- A. The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.  
*The concept of intersection of Native Hawaiian culture with either or both of the other two regions is key to a HAP designation. A course exclusively about Hawai'i, the Pacific Islands, or Asia is not eligible for an H designation. A course that does not include relationships with Native Hawaiian culture is not eligible for an H designation.*
- B. A course can use any disciplinary or multi-disciplinary approach provided that a component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia.  
*The course design must include both the Native Hawaiian voice and the Native voice from the indigenous people of the area of intersection. These could be represented through publications, videos, guest speakers, or field trips, for example.*
- C. A course should include at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions; for example, the relationships of societal structures to the natural environment.
- D. A course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

## INSTRUCTOR-Based H-focus Application Form

*For individual instructors who would like to apply for the H-focus designation*

Approval is given to an **instructor+course** combination. Thus, **each person who is teaching a section of the course must submit his or her own proposal to be approved.** Once approved, the course section(s) will be designated as satisfying the HAP Focus requirement for three (3) years. At the end of the approval period, the designation can be renewed for five (5) years.

### Deadline:

Hawaiian, Asian, & Pacific Issues <sup>2</sup>	<u>NEW</u> <input type="checkbox"/>	<u>RENEWAL</u> <input type="checkbox"/>
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Instructor's name:

Department:

Email:

Campus address:

Phone #:

Subject:

Course #:

Section #(s):

Cross-listed subject:

Cross-listed course #:

Cross-listed section #(s):

Course Title:

# of credits:

Mode(s) of instruction:

### Signatures:

Instructor's printed name:	Signature:	Date:	Instructor's UH #:
Division/Department Chair's printed name:	Signature:	Date:	
HAP Board Chair's printed name	Signature <sup>3</sup> :	Date:	

- Courses that fulfill a Foundations requirement are not eligible for a Focus designation.
- Approval is given to an instructor+course combination. Thus, each person who is teaching a section of the course must submit his or her own proposal to be approved.
- If a course and instructor is accepted, the course with that specific instructor will carry the HAP designation and be required to meet the Hallmarks each time the course is taught.
- If the WCC HAP Board approves your course, it will articulate to UH-Manoa, and any UH Community College that participates in the multi-campus HAP Board as meeting their HAP requirement if that campus has such a requirement.
- Designations will not be awarded to un-staffed sections.

<p>Fax this completed form and the requested information to:</p> <p>Tracie Losch Chair, HAP Focus Board DA 101D Arts and Humanities Phone: 455-0316</p>	<p>For online applications, please email to: <a href="mailto:tlosch@hawaii.edu">tlosch@hawaii.edu</a></p> <p>Hard copies with signatures must be provided before approval is given.</p>
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<sup>2</sup> Check the correct box to indicate whether the request is "new" (you are applying for the first time) or a "renewal" (you previously applied as the instructor and received approval).

<sup>3</sup> Once this Application Proposal and Articulation Form has been approved by the HAP Board of LeeCC, the Chair indicates agreement with a signature.



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### COURSE-Based H-Focus Application Form

*For disciplines with a course that inherently meets the H-Focus Hallmarks<sup>4</sup>*

Instructions: Submit this form along with the requested information (p. 2) and syllabi to the HAP Board. The HAP Board will review the materials and contact you if needed. Course-based approvals last 5-years.

**Deadline:** \_\_\_\_\_

Instructor's name:	Division:	Email:
_____	_____	_____
Campus address:	Phone #:	_____
_____	_____	_____
Subject:	Course #:	Section #(s):
_____	_____	_____
Cross-listed subject:	Cross-listed course #:	Cross-listed section #(s):
_____	_____	_____
Course Title:	# of credits:	Mode(s) of instruction:
_____	_____	_____

As Discipline Chair and Course Coordinator, we understand that we are responsible for:

- a) ensuring that all course instructors are aware of the course's Focus designation and hallmarks,
- b) providing the HAP Focus Board with a complete list of the course's instructors and section numbers each semester, and
- c) collecting and reviewing all course syllabi to make sure that all sections are taught in accordance with the Focus Hallmarks each semester.

Discipline Chair's printed name:	Signature:	Date:
_____	_____	_____
Course Coordinator's printed name:	Signature:	Date:
_____	_____	_____
Email:	Campus address:	Phone #/Fax #:
_____	_____	_____

#### Important Points to Note:

- All sections of the course must meet the Hallmarks of the Focus designation requested, either because a) course content dictates it or b) discipline policy dictates it.
- The discipline must designate a Course Coordinator (a faculty member) who will ensure that all course instructors are aware of the course's Focus designation and teach the course in accordance with the Focus Hallmarks.

<sup>4</sup> This form should be completed by the Discipline Chair to request a H-Focus designation for all sections of a course. Individual instructors who want to request a Focus designation for their section(s) should use the "H-Focus Application Form" (found at <http://www.leeward.hawaii.edu/hap>).

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### Course-Based Focus Designation Criteria

Requests for course-based Focus designations must show how the course meets the Focus Hallmarks and the following criteria:

3. INHERENCY OF FOCUS<sup>5</sup> – All course syllabi demonstrate that the course meets the Hallmarks of the Focus designation requested, either because the Focus is inherently a part of the course content, or because the discipline has dictated that all sections of the course will meet the Focus Hallmarks.
4. FOCUS COURSE COORDINATOR. The discipline must designate a Course Coordinator who will ensure that all course instructors are aware of the course's Focus designation and teach the course in accordance with the Focus Hallmarks.

**1. List the names of at least two instructors who have taught the course with the requested Focus.**

**2a. Explain how the course inherently meets each Hallmark of the H-Focus designation.**

**2b. Include the course's catalog description here.** The description must reflect the Focus area. If the discipline will modify an existing course so that it will inherently meet the Focus Hallmarks, include a draft of the proposed course description.

**2c. Attach at least two sample annotated syllabi. Mark the sections of the syllabi to show how each H-Focus Hallmark is being met.**

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<sup>5</sup> Notes on the "Inherency of Focus" criterion – (1) The course may meet the Hallmarks either because (a) course content dictates it or (b) discipline policy dictates it. (2) Courses that involve content relating to a Focus area but can be taught without meeting all of the Focus Hallmarks do not meet the inherency criterion. For example, a course may involve writing but provide little guided writing instruction. That course is not inherently Writing Intensive. (3) Courses for which one instructor has developed a syllabus that meets the Focus Hallmarks, but which other instructors can teach without meeting all of the Focus Hallmarks, do not meet the inherency criterion.

## APPENDIX B - Teacher Resources

Use the following resources and examples to help shape your annotate syllabus

**Example of how instructors have highlighted intersection and Native voice.**

Week	Material /Activity	Native Hawaiian Voice	Native Voice: Asian or Pacific Islander	How Intersection is highlighted and analyzed
1	Video		<i>The Navigators: Pathfinders of the Pacific</i> , Mau Piailug, Satawal	Video shows the experiences of traditional Micronesian wayfinding with Hawaiian via voyage of Hōkūle'a; Video also shows the relationship of Pacific peoples with their ocean world; Native voice represented by Mau Piailug, Micronesian Navigator; a key issue includes the origin of Pacific peoples and the different ideas of origin and settlement in the Pacific.
2	Text	Native Hawaiian writer, Lilikala Kame'eleihiwa, <u>Native Land and Foreign Desires</u>		Reading by writer Kame'eleihiwa analyzes a NH oral tradition in "Traditional Hawaiian Metaphors" expanding on the story of Papa & Wākea by examining 3 possible lessons/principles by which traditional NH society was guided.
2	Plays	Native Hawaiian playwright, Victoria Kneuhubl	Samoaan/Hawaiian characters	Role of anthropologists, and other scientists featured in the play and how they operated in the Pacific and the effects of their work on indigenous people.
3	Novel	Native Hawaiian Scholar, Haunani-Kay Trask essays in <u>From A Native Daughter</u>	Maori author, Ranginui Walker essays from <i>Nga Tikanga Maori</i>	Shared experiences of colonized people in the Pacific. Loss of, & recovery of, language, rewriting history from

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3	Novel	Native Hawaiian Scholar, Haunani-Kay Trask essays in <u>From A Native Daughter</u>	Maori author, Ranginui Walker essays from Nga Tikanga Maori	Shared experiences of colonized people in the Pacific. Loss of, & recovery of, language, rewriting history from indigenous people's perspective, ways of reversing negative effects of colonization, reclaiming stolen and alienated land.
4	Site Visit: Ka'ala Learning Center			A visit to Ka'ala Learning Center provides a hands-on approach that encourages learning that comes from cultural perspectives rooted in the experience of Native Hawaiians and by extension other peoples indigenous to the Pacific; this visit allows for the exploration of 'āina/environment outside of the classroom and

## Hawaiian Studies 107: Hawai‘i, Center of the Pacific

### SAMPLE ANNOTATED SYLLABUS

*The following is part of an approved H-focus syllabus submitted in 2009, which includes: (1) A sample HAP designation explanation, (2) A sample annotated daily schedule, (3) A sample course bibliography*

#### Course Description:

An introduction to the unique aspects of the Native point of view in Hawai‘i and the larger Pacific with regards to origins, language, religion, land, art, history and modern issues. [DH-Diversification Humanities]  
This course fulfills the UHM General Education Focus requirement for the Hawaiian, Asian and Pacific Issues designation [H].

#### HAP DESIGNATION EXPLANATION:

##### *Hallmark A – Intersection of Hawai‘i and the Pacific:*

The course is entitled *Hawai‘i in the Center of the Pacific*, as such it emphasizes the interrelationships between Hawai‘i and the larger Pacific community. HWST 107 is organized into seven topical units: (1) I Ka Wā Kahiko: Origins, Migration and Settlements, (2) Nā ‘Ōlelo o ka Pakipika: Oceanic Languages, (3) Ho‘omana: Native Spirituality, (4) Nā Mea ‘Ike Honua: The Wisdom of the World (environment), (5) Hana No‘eau-Artful Excellence, (6) Mo‘olelo: History, Interpretations of the Past, (7) Contemporary Issues. Each unit explores the intersection between Hawai‘i and the Pacific in the context of these topics.

##### *Hallmark B – Multi-disciplinary Approach:*

HWST 107 was conceived as a multi-area, multi-disciplinary survey course that utilizes Native Hawaiian and Pacific Islander oral, aural, visual, and written texts in lectures to familiarize students with the above topics, concepts and issues. In addition, students participate in hands-on and group activities (e.g., lei making, tours of the local environment).

##### *Hallmark C – Relevant topics:*

The seven units of the course cover nearly every aspect of Hallmark C.

##### *Hallmark D – Fostering multi-cultural respect and understanding:*

HWST 107 exposes students to cultures, languages and world-views other than their own and encourages students to understand and respect other points of view and cultural conceptualizations. In addition, this course brings to light the mechanics of colonization and its effects on Native populations so students may better understand current interactions.

##### *Native Voice*

The HWST 107 textbook is a collection of book chapters, articles, essays, printed oral histories, visual texts and other readings about and by Native people. 80% of the readings I assign are by native authors from either Hawai‘i or the Pacific.

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### SAMPLE ANNOTATED CLASS SCHEDULE:

*This one happens to be a daily schedule, you may submit a weekly course schedule.*

#### **Hallmarks**

To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a class must satisfy the following Hallmarks:

- A. The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.
- B. A course can use any disciplinary or multi-disciplinary approach provided that a component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia.
- C. A course should include at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions; for example, the relationships of societal structures to the natural environment.
- D. A course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

*Highlighted readings indicate native voice*

	TOPIC	HALLMARK NOTES
1	<b>Ka Ho'olauna 'ana:</b> Course Introduction	Review of course syllabus, explanation of course approach, which includes a discussion of HAP hallmarks, Kuleana (role, right, responsibility), and Native perspective
2	<b>Geography of the Pacific</b> Pacific maps sets	A, D – We begin the content of the course with a discussion of the geography of the Pacific. Before we begin the journey, we must orient ourselves among our neighbors in both time and space. We revisit these locations throughout the semester as they are relevant to readings and as map quizzes.
<b>UNIT 1 – I KA WĀ KAHIKO: ORIGINS, MIGRATIONS AND SETTLEMENTS</b>		
3	<b>Origin Traditions: Cosmogonies</b> <u>Reading:</u> "Polynesian Oral Traditions," by Taonui	A, B, C, Native voice (NV) – This is an overview of origin stories from the Polynesia that inform societal structures, cultural and spiritual beliefs written by a Native of New Zealand. Students are introduced to cosmogonic themes from around Polynesia, then students complete a corresponding worksheet. In class, we discuss these themes and the instructor recounts a Hawaiian cosmogony for further comparison and discussion.
4	<b>Origin Traditions II: Migratory Traditions</b> <u>Reading:</u> "Polynesian Oral Traditions".  <u>Video:</u> "Navigators: Pathfinders of the Pacific"	A, B, C, D, NV – Voyaging traditions are common throughout the Pacific, inform societal structures and emphasize connections between island societies. In the second half of "Polynesian Oral Traditions" students are introduced to migratory traditions. In class we discuss migration and settlement patterns of the Pacific. "Navigators: Pathfinders of the Pacific" talks more about migration and settlement and shows Mau Piailug, a famous traditional Micronesian navigator from Satawal, as he talks about his way of navigation. The rediscovery of these

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voyaging connections foster multi-cultural respect and understanding.

- |   |  |   |
|---|--|---|
| 5 | <b>Perception and Identity in Oceania</b><br><u>Reading:</u> “A New Oceania: Rediscovering Our Sea of Islands” by Epeli Hau ‘ofa,<br><br>Island Profile 1-Melanesia<br><b>Map Quiz #1: Melanesia</b> | B, C, D, NV – “A New Oceania: Rediscovering Our Sea of Islands” is written by Epeli Hau ‘ofa, a Tongan scholar and author of both scholarly and fictional works. This article discusses the view of the Pacific Islands as MIRAB societies, dependent on other countries for existence. Hau ‘ofa refutes this neo-colonial image and instead emphasizes the interconnected nature of “Oceania.” In class, students discuss the reading in groups and reflect on such questions as: Is Hawai ‘i a MIRAB state? |
|---|--|---|

### UNIT 2 – NĀ ‘ ŌLELO O KA PAKIPIKA: OCEANIC LANGUAGES

- |   |   |  |
|---|---|--|
| 6 | <b>Introduction to Oceanic Languages</b><br><u>Readings:</u> “The Hawaiian Language” and “History of the Hawaiian Language,” in <i>Native Hawaiian Culture</i> by Larry Kimura,                           | A, B, C, D, NV – The article is by Larry Kimura, a Hawaiian professor of Hawaiian language from the University of Hawai ‘i at Hilo, and includes a discussion of Hawaiian culture through the language and linguistic structures. The article also includes discussion of the similarities of Hawaiian and other Polynesian languages. In class, students are introduced to Hawaiian language and Polynesian cognates. Demonstration of the similarities of languages in Polynesia encourages building connections between students from different parts of Polynesia. |
| 7 | <b>The Rise of English and the Role of Pidgin</b><br><u>Readings:</u> “The Rise of English”, and “The Role of Pidgin”, in <i>Native Hawaiian Culture</i> by Larry Kimura; “Pololei You Speak Me” workbook | C – The development of pidgins is common in the Pacific. In class we discuss the influx of colonial languages and its affect on society and government. Pidgins often evolve as a means of communication between the native people and foreigners. In many places, like Hawai ‘i, we see the incorporation of foreign words into the native lexicon and eventually the development of a pidgin language. Students read a “pidgin” conversation circa 1950s Hawai ‘i and discuss the role of pidgin in Hawai ‘i today.  |
| 8 | <b>Language as the Foundation of Society</b><br><u>Reading:</u> Excerpt from “Decolonising the Mind...” by Ngugi Wa Thiongo,  | A, B, C, NV – Ngugi Wa Thiongo is a native of Kenya, Africa. Although he is not from the Pacific, his experiences were similar to that of the Hawaiian and Pacific Islanders. The reading is used as a point of reference when speaking about the importance of language to society, especially oral societies such as those in the Pacific, and to illustrate similarities in the   |

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colonial experiences around the world. Ngugi's "cultural bomb" metaphor, which begins with the displacement of the native language in favor of the language of the colonizer, can be applied throughout Oceania. Students discuss the reading in groups, answer assigned questions and present to the class.

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9 **Revival of Native Language: A Case Study**

Video: "E Ola ka 'Ōlelo Hawai'i"

A, B, NV – The video above presents a case-study in the healing of the colonial "cultural bomb" discussed by Ngugi Wa Thiongo's reading earlier in the unit. Hawai'i's Pūnana Leo, Hawaiian immersion schools, are based on the Maori immersion schools called Kohanga Reo in New Zealand. It is an example of how the revival of language can, in turn, revive the culture, history and tradition of a people. It is also an example of learning from the experiences of others in the Pacific to improve situations in Hawai'i. Students are immersed in the Hawaiian language and educated about the revival of native languages.

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10 **EXAM 1 – UNITS 1-2**



## ANNUAL HAP CAMPUS REPORT

### Bibliography

*Highlighted authors are native to either Hawai'i or the Pacific*

Dudoit, Mahealani. "Carving an Hawaiian Aesthetic." 'Ōiwi: A Native Hawaiian Journal. 1 (December 1998): 20-26.

Hau 'ofa, Epeli. "A New Oceania: Our Sea of Islands." The Contemporary Pacific: A Journal of Island Affairs, Spring 6.1 (1994): 147-161.

Kamakau, Samuel. "Places of Worship." Nā Hana o ka Po 'e Kahiko: The Works of the People of Old. Honolulu: Bishop Museum Press, 1976,

Kamahele, Momi. "Hula as Resistance." Forward Motion 2.3 (1992): 40-46.

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### Internet Resources

Leeward Community College A.A. Requirements

<http://www.leeward.hawaii.edu/aa-degree-requirements>

Leeward Community College HAP Focus Homepage

<http://www.leeward.hawaii.edu/hap>

University of Hawai ' i at Mānoa Focus Homepage (General Education) -

<http://www.hawaii.edu/gened/focus.htm>

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