Hawai‘i and the U.S.: Writing Race, Composing Nations

This course examines Hawai‘ian rhetorics of decolonization and indigeneity in Hawai‘i Nei and the diaspora. For the purposes of this course, rhetoric will be understood as both a productive art and a form of analysis—in both ways, a set of methods for making meaning, communal and individual heuristic and generative modes that can produce effective discourse.

The course explores the multiple forms of sovereignty evidenced in contemporary and histor-herstorical Hawai‘ian communities—political, educational, cultural, linguistic, corporeal, terrestrial, theoretical, spiritual, and rhetorical among them. Multiple Hawai‘ian media will be studied, among them critical and autobiographical prose, poetry, oratory, music/song, film/video, visual art, websites, and a CD-ROM. We will examine how these particular texts are formed, the contexts in which they are generated, the channels through which they are distributed, and the multiple audiences for which they are created. Also examined will be how Hawai‘ian aesthetics are (re)created across genres and through specific media. In this way, means (form, delivery, tone) as well as message will be explored, as will methods for reading across texts and the reading of texts of one genre through the texts of another. As student-scholars of writing, as we proceed through the course we will continually (re)engage the following question: How are systems of writing, sound, movement, and the visual discursively employed to create effective and meaningful communication? We will involve ourselves with digital and print composing, revision, and editing; oral delivery, movement, and performance; close, active readings, viewings, and audio-engagements with the text (and with a multiplicity of stylistics, mechanics, grammars, syntaxes, and usages); and with a continual switching of discursive codes.

As we spend the semester assembling a variety of products—poems, PowerPoint presentations, websites, performative pieces, critical and auto-reflective essays—we will continue to ask ourselves a series of questions: How can the U.S. (and U.S. racial identities) be understood through the lens of Hawai‘i? What is to be gained from analyzing and producing comparative racial autobiographic and critical texts? How are struggles of land tied to that of body? How are language and memory crucial to the decolonial project, and more specifically that of decolonial writing? How is knowledge ecologically dependent on particular geographies, and sovereignty on environmental justice? How do Kānaka Maoli negotiate traditional, U.S., and international legal, cultural, and socio-political systems? And how do ‘Ōiwi understand gender and sexuality as being culturally-based, as Hawai‘ian-specific? In closing, what does it mean to inhabit one’s body—the body of one’s culture and traditions, one’s physical body, the body of a landbase?
Class Schedule

Class meets on Mondays from 8-8:50am in Bessey 317. Tuesdays from 8-9:50am in Bessey 214, Wednesdays and Fridays from 8-8:50am in Bessey 214. We will not meet on Monday, September 6, 2004 and Friday, November 26, 2004 as they are campus holidays. We will meet on Tuesday, September 7, 2004 and Tuesday, October 26, 2004 in Erickson 133. We will meet on Friday, October 8, 2004 and Friday, December 10, 2004 in Bessey 218. The last regularly scheduled class will be on Friday, December 10, 2004. The final session of the course will be on Tuesday, December 14, 2004 from 7:45-9:45am in Bessey 218.

Class Participation

Students are expected to attend all class sessions and be on time. Excessive tardiness or leaving early will lower your grade; each instance constitutes a partial absence. Two partial absences equal one full absence. Students who miss more than eight class sessions will fail the course. Students are expected to do the reading for each session, complete all assignments, and be ready for class discussion. Students are expected to complete all drafts and be prepared for peer review sessions. In-class and online participation (via ANGEL email and message boards) is a significant portion of the final grade. Plagiarism is not allowed. First instances will result in failure for the assignment; second instances will result in failure for the course. No food is allowed in the computer labs. Cell phones and pagers must be turned off for the duration of class.

Office Hours

I am available to meet with students on Mondays from 9-10am and Tuesdays from 10-11am in my office in Bessey 281. I can also meet with students outside these hours by appointment. Students can also email me or leave messages for me in my mailbox in the Writing, Rhetoric, and American Cultures Department mailroom in Bessey 229.

Computers

This section of WRA 1004/0102 is technology-saturated and word processing-intensive. Computers will be integrated throughout course instruction to enhance and further our discussions and explorations into text genesis and critique. We will use the Macs and PCs to begin effective online research using search engines and MSU-subscribed indexes and databases, aid us in MLA citations and bibliography formation, the completion of timed practice exams, and to examine the invention and revision process as we create art, essays, websites, and audiovisual presentations. Each student will be assigned a computer. Students are required to save their work from each session, whether to a disk or CD or to their AFS space. Students will also be allowed to print their work; MSU e-tokens must be purchased in order to do so. Some readings for the course are online; for these readings, students can type the URL listed or go to ANGEL [http://www.angel.msu.edu] and click a link that will take them there. Also on ANGEL are select PDF files for students to read. Students can also send email and post messages via the site.
Assignments / Grading

Assignments are due at the beginning of class. All print assignments (drafts included) must be typed, double-spaced, and stapled, in twelve-point font and with one-inch margins. The student’s name, course name/number, the instructor’s name, the semester/year, the number of the assignment, and the date due should be on the top left-hand side of the first page. There are four main assignments for the course, of which the print components for each should be 3-4 pages in length (excluding the bibliography). In order to receive full credit, all drafts must be submitted on time and all peer review sessions attended. Final drafts of the four assignments will be marked down 0.5 for each class session they are late. Class participation will constitute 40% of a student’s grade, and the drafts, peer review sessions, and final versions of the four assignments 60%. Grades for the course are on a 4.0 scale.

Accessibility

Michigan State University complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability that may affect your performance in the class, you should register with the Resource Center for Persons with Disabilities to receive assistance.

Required Texts


Haunani-Kay Trask was born in 1949. She was raised on the island of O‘ahu, Hawai‘i, with genealogical ties to both Māui and Kaua‘i. An ‘Ōiwi Maoli activist, professor, aunt, and writer, she is the author of Eros and Power: The Promise of Feminist Theory, the collection of essays and speeches From a Native Daughter: Colonialism and Sovereignty in Hawai‘i, the poetry collections Light in the Crevice Never Seen and Night Is a Sharkskin Drum, and the CD-ROM We are not happy Natives: education and decolonization in Hawai‘i. She also co-wrote and co-produced the award-winning documentary, Act of War: The Overthrow of the Hawaiian Nation. Professor of Hawaiian Studies and former Director of the Kamakahōokalani Center for Hawaiian Studies at the University of Hawai‘i at Mānoa, Trask is a member of Ka Lāhui Hawai‘i, the largest sovereignty movement in Hawai‘i.

Required supplemental texts are listed beginning on the next page and in the schedule section of the syllabus as assigned.
Required Supplemental Texts


The Center for Hawaiian Studies, University of Hawai‘i at Mānoa. 30 Aug. 2004 <http://www.hawaii.edu/shaps/enter/hawaiian.html>.


---. n Dis Life. Big Boy Record, 1996.


View online: http://hawaiiantrading.com/herb-kane/hi-images/images/kamapuaa-pele.jpg

View online: http://hawaiiantrading.com/herb-kane/hi-images/images/peles-search.jpg

View online: http://hawaiiantrading.com/herb-kane/pages/27ah-peles-voyage.html

View online: http://hawaiiantrading.com/herb-kane/pages/petroglf.html

View online: http://hawaiiantrading.com/herb-kane/pages/54ah-physician.html

View online: http://hawaiiantrading.com/herb-kane/pages/80ah-planter.html

View online: http://hawaiiantrading.com/herb-kane/pages/poliahu.html

View online: http://hawaiiantrading.com/herb-kane/pages/making-kapa.html

View online: http://hawaiiantrading.com/herb-kane/hi-images/images/sisters.jpg


View online: http://mypage.direct.ca/e/epang/InterviewHaunani.html


View online: http://www.sovereignstories.org/gallery/meleanam-pic3.htm


Suggested Reading

The following texts are suggested for students interested in reading additional books by Native Hawai‘ian authors. They will also provide assistance when doing research in Hawai‘ian Studies.


Schedule

Week One: Re/Viewing Place, Space, Voice, and Time

M 8/30  In Class: Introduction / Syllabus Review
T 8/31  In Class: H-KT *We are not happy Natives: education and decolonization in Hawai‘i*
Read: H-KT *From a Native Daughter* pp. 113-122 “From a Native Daughter”

W 9/1  In Class: “Honoring the Ho-Chunk Warrior” Exhibit, MSU Museum
Read: *Critical Inquiries* pp. 77-78 Paula Gunn Allen “Taking a Visitor to See the Ruins,” pp. 86-87 Luci Tapahonso “Just Past Shiprock,” pp. 90-95 Jamaica Kincaid (excerpt from) *A Small Place* and pp. 101-105 Toni Morrison (excerpt from) *Jazz; Longman* “Readers, Writers, and Communities” pp. 1-5 and “Reading Critically” pp. 6-9

F 9/3  Read: H-KT *From a Native Daughter* pp. 1-21 Introduction; *ANGEL* H-KT – Preface, “Comin Home,” and “Refusal”

Week Two: Re/Viewing Place, Space, Voice, and Time

M 9/6  No Class


Week Three: Indigeneity and Diaspora

M 9/13  Assignment 1 (Auto-cartography): 1st Draft Due for Peer Review Session

T 9/14  In Class: Indigenous Plants Garden, Beal Botanical Gardens
Read: *Longman* pp. 42-46 “Editing and Proofreading”; *ANGEL* bell hooks “Language: Teaching New Worlds/New Words”

W 9/15  Assignment 1: 2nd Draft Due for Instructor
In Class: Writing Center Introduction, Tour, and Workshop
F 9/17  Assignment 1: 2nd Draft Returned
In Class: H-KT We are not happy Natives: education and decolonization in Hawai`i
Read: Critical Inquiries pp. 232-251 Monica (Itoi) Sone “Kazuko Itoi: A Nisei Daughter’s Story, 1925-1942”

Week Four: History/Herstory
M 9/20  Assignment 1: 3rd Draft Due for Peer Review Session
Read: ANGEL Kiana Davenport “War Doll Hotel” and Alice Walker “Womanism” and “In Search of Our Mothers’ Gardens”
T 9/21  In Class: Library Tour and Workshop, Red Cedar Lobby
Read: Longman pp. 127-141 “Getting Started: Researching and Writing”
W 9/22  Assignment 1: Final Draft Due for Instructor
Read: Jonathan Kay Kamakawiwo‘ole Osorio “Hawai‘i Overview”; ANGEL Kanalu George Terry Young – Preface
F 9/24  Assignment 1: Final Draft Returned
Read: Longman pp. 141-157 “Using Library Resources and Research Databases”;
ANGEL Kanalu George Terry Young “‘Ka Mana‘o o ka Wā Mamua” (The Meaning of the Past)

Week Five: History/Herstory
M 9/27  Assignment 2 (Research Paper): Proposal Due for Instructor
Read: ANGEL Lilikalā Kame‘elehiwa Nā Wähine Kapu: Divine Hawaiian Women
T 9/28  Assignment 2 (Research Paper): Proposal Returned
In Class: H-KT Act of War: The Overthrow of the Hawaiian Nation
Read: ANGEL Barbara Smith “African American Lesbian and Gay History: An Exploration”
W 9/29  Read: ANGEL Barbara Smith “Homophobia: Why Bring It Up?” and “We Must Always Bury Our Dead Twice: A Tribute to James Baldwin”
F 10/1  Read: Longman pp. 157-173 “Using Web and Internet Resources”; ANGEL Noenoe K. Silva “Kū‘ē! Hawaiian Women’s Resistance to the Annexation”

Week Six: History/Herstory
M 10/4  Assignment 2 (Research Paper): 1st Draft Due for Peer Review Session
T 10/5  Read: Longman pp. 179-187 “Avoiding Plagiarism”; Ku‘umeaaloha Gomes “Na Mamo O Hawai‘i, a Kanaka Maoli and People of Color LGBT Organization: Open Letter to the LGBT Community”
W 10/6  Assignment 2: 2nd Draft Due for Instructor
F 10/8  Assignment 2: 2nd Draft Returned
Read: Longman pp. 195-200 “Writing, Revising, and Presenting Your Research”; ANGEL Momiala Kamahēle “ʻIlīoʻulaokalani: Defending Native Hawaiian Culture”
Read/View/Listen: Vicky Holt Takamine – Interview

Week Seven: Environmental Justice and Indigenous Intellectual Property Rights
M 10/11  Assignment 2: 3rd Draft Due for Peer Review Session
Read: Longman pp. 47-52 “Making Language Choices”; Jonathan Kay Kamakawiwoʻole Osorio “Protecting Our Thoughts”
T 10/12  Read: Longman pp. 52-58 “Reasoning Critically”; ANGEL Mililani Trask “Native Hawaiian Historical and Cultural Perspectives on Environmental Justice”
W 10/13  Assignment 2: Final Draft Due for Instructor
Read: Longman pp. 58-64 “Writing in Online Communities”; H-KT “Environmental Racism in Hawai‘i and the Pacific Basin”
F 10/15  Assignment 2: Final Draft Returned

Week Eight: Language and Decolonization
M 10/18  In Class: We’re Still Here
Read: Longman pp. 64-76 “Designing Documents” and pp. 76-80 “Speaking Effectively”
W 10/20  Read: Longman pp. 94-104 “Understanding Academic Writing”; H-KT From a Native Daughter pp. 41-55 “Politics in the Pacific Islands: Imperialism and Native Self-Determination”; Alani Apio – Reading; kuʻualoha meyer hoʻomanawanui – Reading
F 10/22  Read: H-KT From a Native Daughter pp. 25-40 “Hawaiians and Human Rights”; ANGEL Puanani Van Dorpe “Puanani Van Dorpe”

Week Nine: Art and Nationhood
M 10/25  Assignment 3 (Website): 1st Draft Due for Peer Review Session
T 10/26  Read/View: H-KT From a Native Daughter pp. 101-109 “Neocolonialism and Indigenous Structures”; Nā Maka o ka ʻĀina
W 10/27  Assignment 3: 2nd Draft Due for Instructor  
Read/View: ANGEL Marie Emelia Leilehua McDonald “Marie McDonald” and D. Mähealani Dudoit “Carving a Hawaiian Aesthetic”; Meleanna Aluli Meyer – Artist’s Statement; ANGEL Meleanna Aluli Meyer – Bio, Pehea là e pono aii? (How are we to make right?), Time Will Cry, Ka Pīnohu (Night Rainbow), E Pele É, ‘O Wäkea Noho iā Papahānaumoku, The Sky Is Falling, and Ke Ö Nei Nö

F 10/29  Assignment 3: 2nd Draft Returned 

Week Ten: Conjugating a Future: Tradition and Native Hawai‘ian Music and Dance

M 11/1  Assignment 3: 3rd Draft Due for Peer Review Session  
Read: ANGEL George Lanakilakekiahialii Nā‘ope “George Nā‘ope”

T 11/2  In Class: Lisette Marie Flanary and Evann Siebens American Aloha: Hula Beyond Hawai‘i and Keali‘i Reichel Kawaipunahele, Lei Hali‘a, E Ō Mai, melelana, and Ke‘alaokamaile 
Read: ANGEL Edith Kawelohea McKinzie “Edith McKinzie”

W 11/3  Assignment 3: Final Draft Due for Instructor 
In Class: Kekuhi Kanahēle Hahani Mai and Israel Kamakawiwo‘ole Facing Future, E Ala Ė, and n Dis Life
Read: Longman pp. 112-120 “Understanding Workplace Writing”; Critical Inquiries pp. 270-274 Carlos Bulosan “My Education” and pp. 324-328 Sherman Alexie “Indian Education”; ‘Ōiwi Staff and Contributors – Performance

F 11/5  Assignment 3: Final Draft Returned  
In Class: Sudden Rush Nation on the Rise, Kii‘ē, and Ea 
Read: Longman pp. 120-126 “Understanding Public Writing”; Critical Inquiries pp. 349-354 Judy Scales-Trent “Affirmative Action and Stigma: The Education of a Professor”; H-KT From a Native Daughter pp. 151-168 “Racism against Hawaiians at the University of Hawai‘i: A Personal and Political View”

Week Eleven: Reclaiming the Academy: Ending Racism and Sexism at the University

**T 11/9**  
In Class: H-KT *We are not happy Natives: education and decolonization in Hawai‘i*  

**W 11/10**  
Assignment 4 (PowerPoint Presentation): 1st Draft Due for Peer Review Session  
Read: ANGEL Maenette Kape‘ahiokalani Padoken Ah Nee-Benham “In Our Mother’s Voice: A Native Woman’s Knowing of Leadership”; *Critical Inquiries* pp. 308-311 Nikky Finney “Fishing Among the Learned”

**F 11/12**  
Assignment 4: 2nd Draft Due for Instructor  
Read: H-KT *From a Native Daughter* pp. 185-192 “Native Student Organizing: The Case of the University of Hawai‘i”

**Week Twelve: Native Hawai‘ian Genders and Sexualities, Womanisms and Queerness**

**M 11/15**  
Assignment 4: 2nd Draft Returned  
Read/View: The Center for Hawaiian Studies, University of Hawai‘i at Mānoa and Hawaiian Studies, University of Hawai‘i at Hilo; ANGEL H-KT “Fighting the Battle of Double Colonization: The View of a Hawaiian Feminist”

**T 11/16**  
Read: ManChui Leung “The Other Side of Aloha: Interview with Haunani-Kay Trask”

**W 11/17**  
Assignment 4: 3rd Draft Due for Peer Review Session  
Read: H-KT *From a Native Daughter* pp. 87-97 “Women’s Mana and Hawaiian Sovereignty”; ANGEL Lisa Kahaleole Chang Hall and J. Kēhaulani Kauanui “Same-Sex Sexuality in Pacific Literature”

**F 11/19**  
Read: Timothy Keola “This Is My Story” and “Na Leo ‘O Pacifica: Voices of the Pacific”; ANGEL Zelie Kuliaikanu‘u Duvauchelle, J. Kēhaulani Kauanui, Leolani M., and Desiree Thompson “Tita Talk”

**Week Thirteen: Native Hawai‘ian Genders and Sexualities, Womanisms and Queerness**

**M 11/22**  
Assignment 4: Final Draft Due for Instructor  
Assignment 4: In-class Presentations  
Read: *Critical Inquiries* pp. 446-452 Gamba Adisa/Audre Lorde (excerpt from) *The Cancer Journals* and pp. 459-464 Rae Lewis-Thornton “Facing AIDS”

**T 11/23**  
Assignment 4: In-class Presentations  
Read: ANGEL Ku‘umeaalo Gomes “Ku‘umeaalo Gomes and Lawrence”

**W 11/24**  
Assignment 4: Final Draft Returned  
Read: ANGEL H-KT “Pacific Island Women and White Feminism” and “Feminism and Indigenous Hawaiian Nationalism”

**F 11/26**  
No Class

**Week Fourteen: Native Hawai‘ian Genders and Sexualities, Womanisms and Queerness**

**M 11/29**  
Read: ANGEL Tengan, Ty P. Kāwika. “(En)gendering Colonialism: Masculinities in Hawai‘i and Aotearoa”
**T 11/30**  
In Class: Kathryn Xian and Brent Anbe *Ke Kulana He Māhū: Remembering a Sense of Place*  
Read: *ANGEL* Kaua’i Iki “Kaua’i Iki”

**W 12/1**  
Read: *ANGEL* Lisa Kahaleole Chang Hall “Eating Salt” and Hina Leimoana Wong “Hina”

**F 12/3**  
Read: Cynthia Franklin and Laura E. Lyons “Land, Leadership, and Nation: Haunani-Kay Trask on the Testimonial Uses of Life Writing in Hawai‘i”

**Week Fifteen: Native Hawai‘ian Genders and Sexualities, Womanisms and Queerness**

**M 12/6**  
Read: Lani Ka‘ahumanu “Hapa Haole Wahine,” “It Ain’t Over ’Til The Bisexual Speaks,” and “That Naked Place”

**T 12/7**  
In Class: H-KT *We are not happy Natives: education and decolonization in Hawai‘i*  

**W 12/8**  
In Class: Course Review and Feedback

**F 12/10**  
Last Day of Class

In Class: Course Review and Feedback

**Finals Week**

**T 12/14**  
Final Session