

選送世界南島研究碩、博士生短期出國研修補助案

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1 成果報告說明

2007 年 10 月，筆者很榮幸通過「世界南島研究碩博士生短期出國研修補助案」給與一學期補助，在得到夏威夷大學的訪問許可後，於 2008 年元月來到夏威夷大學。

筆者主要的研習目的，是針對當代夏威夷原住民社會的文化政治做一初步的理解，研習單位是夏威夷大學夏威夷原住民研究中心(Kamakakuokalani Center for Hawaiian Studies, University of Hawaii at Manoa)。經與夏威夷原住民研究中心所長 Prof. Jonathan Osorio 討論相關的學習需求後，鑑於研習期限只有一個學期，為求有效利用時間，對於當代夏威夷原住民社會能有最多的理解，Prof. Jonathan Osorio 建議本人選擇 *Kukulu Aupuni: Hawaii Nation* (HWST 690)與 *Review of Hawaiian Literature* (HWST 603)兩門課，以及在夏威夷大學人類學系選修 *Peoples of Hawaii*(ANTH 486)一門課。

筆者正式註冊選修的三門課 *Kukulu Aupuni: Hawaii Nation*、*Review of Hawaiian Literature*、*Peoples of Hawaii* 中，三位授課教授 Prof. Jonathan Osorio、Prof. Young G.、Prof. Ty P. Kawika Tengan 都具有夏威夷原住民的身份，也長期參與本地原住民的文化復振與政治運動，是夏威夷當地的原住民學術菁英。而且其中在 Kamakakuokalani Center for Hawaiian Studies 開設的 *Kukulu Aupuni: Hawaii Nation*、*Review of Hawaiian Literature* 兩堂課，不僅老師是夏威夷原住民，所有與筆者一起修課的同學也全部都是當地的原住民。由於夏威夷島嶼群的地理特徵，課程中也有視訊的遠距教學，讓其它島嶼上的原住民同學可以一併修課同時討論。這種學習情境，等於提供筆者最好的田野初期環境，在知識、氛圍與人際關係上，快速的融入此地的原住民。由於筆者是近年唯一一位亞洲學生來此修習相關課程，在討論夏威夷原住民議題時，常應老師的要求提供台灣的原住民的歷史經驗做為討論。互動式的學習，讓筆者受益很大。

Kamakakuokalani Center for Hawaiian Studies 的課程都是高階的研究所文化課程，研究所學生都有夏威夷母語的聽說讀寫能力。夏威夷在 1892 年代歷經王國被白人推翻，1898 年被美國兼併，在十九世紀末期英語被官方定為官方語言後，夏威夷原住民語言一度急速流失。1970 年代的文化復振運動，夏威夷語被列為中小學的選

修課程，歷經三十年的努力，年輕一代原住民中，許多人具有具有良好母語能力。Kamakakuokalani Center for Hawaiian Studies 的課程中，授課老師大多都是以英語與夏威夷語交參使用，選讀的文獻也是英語與夏威夷互見。特別是筆者本學期選修的 *Kukulu Aupuni: Hawaii Nation*、*Review of Hawaiian Literature* 兩堂課是該研究所最高階課程，有不少其它研究所的夏威夷原住民博士班學生也前來選修，課程對於夏威夷語的使用能力要求很高。這樣的環境，對於有心想要研習夏威夷文化的學習者，是非常重要而良好的。

表 1-1 筆者執行「世界南島研究碩博士生短期出國研修補助案」

2008 年夏威夷大學春季班修課說明一覽表

修習課名	授課教授	內容簡介	取得學分
<i>Kukulu Aupuni: Hawaii Nation</i> (HWST 690)	Jonathan Osorio	1. 夏威夷原住民傳統文化 2. 夏威夷王朝史 3. 接觸西方 4. 早期熱帶產業 5. 王朝主權終止與戰後的原住民政治運動 6. 當代議題	3
<i>Review of Hawaiian Literature</i> (HWST 603)	Young G.	1. 夏威夷原住民傳統文學 2. 吟唱文學(Traditional Chant)與神話 3. 歷史與文學 4. 夏威夷原住民後殖民與獨立論述	3
<i>Peoples of Hawaii</i> (ANTH 486)	Ty P. Kawika Tengan	1. 夏威夷族群史 2. 夏威夷主要族群其及政治經濟運動 3. 夏威夷主要島嶼現代化歷程	3

2 研習課程說明

2-1 課程簡介

在筆者修習的三門課程 *Kukulu Aupuni: Hawaii Nation*、*Review of Hawaiian Literature*、*Peoples of Hawaii* 中，分別有個不同的課程目的與授課方式。

2-1-1 Hwst 690 *Kukulu Aupuni: Hawaii Nation* :

是針對夏威夷的殖民歷史、去殖民過程與民族的未來發展方向為授課基礎。課程進行的方式以每週的閱讀與專題討論為主，除了負責老師外，並逐周邀請不同領域的學者專家針對各個議題進行討論。對於學生的課程要求，除了逐周的學習進度外，最重要的是針對學夏威夷原住民為住的社區服務。每一位學生都要擇一項社區工作進行參與，並逐周報告相關的工作與進度。

2-1-2 HWST 603 *Review of Hawaiian Literature*

夏威夷原住民語言的書寫系統，在 1820 年代便在基督教傳統士的聖經翻譯工作中建立。1830 年代夏威夷的學校便開始教授夏威夷語的書寫系統，1830 年代結束前，一半以上的夏威夷原住民已經可以閱讀書寫母語，也陸續有夏威夷語的媒體發行，成為保存當夏威夷社會資料的重要依據。1880 年代，夏威夷王國為了對抗西方的殖民擴張勢力，透過增加夏威夷語出版品的發行，與傳統儀式的回復，希望形塑跨島的夏威夷國族主義。這些由原住民本身書寫、印製的出版品的內容包容傳統貴族系譜、口述歷史、神話等等，成為今日文化復振運動最珍貴的資產。

Review of Hawaiian Literature 主要是以夏威夷語書寫的各種文本，包括神話、歷史、文學等項目，以原文或譯本為授課內容進行討論，並反省這些作品在今日夏威夷文化的意義。

2-1-3 ANTH/ES 486 Peoples of Hawaii

鑑於夏威夷的熱帶氣候與太平洋中間的關鍵地理位置，東西方的熱帶農業和漁業者早在十九世紀初期便大量投資夏威夷，發展大型農場與港口，並逐一的從中國、日本、韓國、菲律賓、葡萄牙等地引進大量農工，進行熱帶農業的墾殖。

夏威夷的熱帶農業最早開始於 1802 年，由中國商人歸劃設置製糖磨坊。1836 年第一個大型糖業農場在 Kaua'i 島設立。1848 年土地重劃法(*The Great Mahele*)通過後，白人得以取得原住民土地，大型農場廣為設置，由中國、日本、韓國、德國、挪威、波蘭、俄國、西班牙、葡萄牙等地引進農工。1890 年之前，夏威夷原住民已經成為夏威夷群島上的少數。

此外，由於大量西方人的到來，為夏威夷原住民帶來致命的傳染病，夏威夷原住民人口從 1878 年接觸之初的 300,000 人，在 1823 年降至 142,050 人，到了 1853 年只剩下 71,000 人，並且逐年的快速遞減。

農工的移入，對於夏威夷的人口結構產生根本的影響，同時將夏威夷推向今日的多元族群與多元文化的社會。由於早期的外國農工，多數都是單身男性來到夏威夷工作，原住民女性成為最主要的結婚對象。大量跨族群混血通婚的結果，造成血緣上純粹夏威夷原住民的人口，在 1990 年的人口統計調查已經只剩下總人口的 0.8%，不到 9000 人。目前夏威夷社會沒有人口過半的主要族群(majority)，形成少見的無主要族群的多元社會。同時它也是美國境唯一一個州境內多數的族群來自於亞洲與大洋洲，而非一般的歐洲與非洲。

本課程的內容，主要是以夏威夷的族群發展史與當代的族群議題為主。除了選讀文獻外，也邀請各個族群背景的教師與專業人士進行專題演講。

3 課程大綱

3-1 Hwst 690 Kukulū Aupuni (Hawaii Nation)

Kumu: Prof. Jonathan Osorio

3-1-1 Course Description

This is a course originally designed to serve the Nation Building focus of the Hawaiian Studies MA. Each professor here will undoubtedly teach this differently. It is my aim to teach this as an introduction to an awareness of the multiple ways that we Kanaka Maoli can serve our people and the numerous kinds of skills and experiences that we can develop to strengthen our lahui. The course will focus our efforts on contemporary events and issues from homelessness and imprisonment of Kanaka Maoli to the Acting Regencies actions at the Permanent Court of Arbitration in 2000.

This is a research seminar and 40% of your grade will be based on a year-end individual project in which you will be required to select a kumu kaiaulu a mentor in the Native Hawaiian community with whom you will work closely. In exchange, I promise to keep the reading requirements lower than I normally might.

Conducting the Class

Beginning in Week 3 and for the next seven weeks our class will be conducted by a Native Hawaiian leader in the community and/or in this university who will be presenting a particular aspect of our people's struggle to rescue and strengthen our Lahui. They have been asked to come and talk about their work and key contemporary issues that have involved their time and commitment. They have or will suggest readings that I will assign and hopefully provide no less than a week before their class. Readings will be short and accessible (again—I hope) so that our presenters can be assured that you will have read them. Your job is to attend the class and engage with our speakers in ways that demonstrate your preparation and interest.

3-1-2 Projects

All projects must receive my approval and all must be done with the guidance and participation of a community activist. You are allowed great latitude in whom you

approach to work with, but I will need to be informed of this as well. Projects may take almost any imaginable form, but all projects must begin with a written proposal that is due in the last week of February.

What follows is a break-down of each week's activities: I do acknowledge that this syllabus is only partly completed, There will be an updated syllabus on the first day of class, but some of the dates may still lack reading assignments. For that I apologize in advance.

3-1-3 Course Description

Week 1 January 15 Introductions

Course introduction and requirements and conduct of the class. List of readings circulated. Discussion of the grading and final project Connecting to Resources: Discussion of proper resources for this class: personal and impersonal; access and invitation.

Week 2 January 22 Defining an Ethos of Leaders:

Mo'olelo o na Kumu Kaiaulu, the development of Hawaiian leaders from Kingdom to Kaho[olawe, Excerpts from Hawaii's Story by Hawaii's Queen, Light Upon the Mist, He Alo a he Alo: Hawaiian Voices on Sovereignty, Ho'ihou Hou: A Tribute to George Helm and Kimo Mitchell

Week 3 January 29 Kanu ia mao kanu ia ma'ane'i: Class to be conducted by

Professor Kawika Tengan and Attorney Moses Haia

State Burial Laws, Historic Preservation, and Urbanization. "Bones of Contention," Honolulu Magazine November, 2007. pp,58-78

Week 4 February 5 Pehea la e ola ai? Class Conducted by Dr. Kekuni Blaisdell and Jo Anne Tsark

Native Hawaiian Health Issues OHA data book. E Ola Mau Study 1985;

Diet Study 1987; Native Hawaiian Health Act.

Week 5 February 12 Pa'ahao:

Imprisonment of Kanaka Maoli The Story of Ko'olau the Leper; The Story of Joseph

Kahahawai; OHA Data Book.

Week 6 February 19

Community Organizing/Malama 'Aina, Lynette Cruz will conduct the class

Week 7 February 26

Sovereign Economies/ Business, Manu Ka'iama Project Proposals Due this week!

Week 8: March 4

Education for the Nation: Kaiapuni, Century Charter Schools, Noelani Goodyear-Ka'opua will conduct the class

Week 9 March 11:

Mid Course Consultations

Week 10 March 18

presentation and discussion of project proposals

Week 11 March 25:

Spring Break

Week 12 April 1

The "State" of Hawaii, Law and Native Hawaiians, Melody Mackenzie to conduct the class

Week 13 April 8

The nation as a polity: Hawaiian protest ca. 1970s; Failure of DHHL; The Hawaiian Commission; Ka Lahui Ha

Week 14 April 15

The nation as an entity: Ka Pakaukau, International Tribunal; Hawaiian Kingdom—Council of Regents and Reinstated Kingdom. Kanalu Young will conduct the class

Week 15 April 22

The nation negotiated: OHA, Federal Recognition

Week 16 April 29: Ho'ike

Week 17 May 6: Ho'ike Hope Loa

3-2 HWST 603 Review of Hawaiian Literature

Kumu: Prof. Kanalu Young

3-2-1 COURSE SYLLABUS

About the Course

The primary focus of this seminar is the review of orature and literature created by Native Hawaiians. Students will listen, read, discuss, and interpret meaning from the following types of orature and literature -- mo'olelo, ka'ao, oli mele, English poetry, and some forms of creative prose. Another focus will be the review of other literature genres best defined as "island local." Students will learn and apply the principles of literary criticism to what is read in English. Hawaiian language readings will be evaluated using a comparative method of evaluation which students in this seminar will help to create.

Students will also be expected to submit written assignments of different types, to test their own respective indices of creativity, including but not limited to original short stories, poetry, and weekly entries in a journal to be reviewed monthly by the ser facilitator.

	Month/Day	Topic/Author & Reading
	PART ONE	Mai ka Po Mai (Kanaka Maoli Orature)
1	Jan /16	Introduction-Aboriginal/National Literature [Young]
2	Jan /23	Context-Scribal and Non-Scribal 'Oiwī Custom [Young]
3	30	Cosmongony-Kumulipo/ Martha Warren Beckwith or Rubellite Johnson
4	Feb/06	Polytheism-Pule/June Gutmanis, <i>Ancient Hawaiian Prayers</i>
5	13	Mo'o no Paiea/J.M. Poepoe, Mo'olelo no Kamehameha, [h]

6	20	Ko Paiea Kumu/Stephen Desha on Kekuhaupi'o
7	27	Mo'olelo Mo'i/Fornander, <i>An Account of the Polynesian Race</i>
	PART TWO	'O Malo, 'O I'i a 'O Kamakau no ka Heke
8	Mar/05	Malo/Afo 'olelo Hawai 'i (<i>Hawaiian Antiquities</i>)
9	12	V\!Fragments ofHawaiian Histor
10	19	Kamakau/ATa HanaakaPo'e Kahiko
	PART THREE	Selected Serial Epics
11	26	Spring Break
12	Apr/02	<i>Kamapua'a</i> /Kame'eleihiwa, ed, transl,
13	09	Holo Kahiki/'O Pele me kona 'Ohana/Beckwith, <i>Hawaiian Mythology</i>
14	16	Emerson, ed./ <i>Unwritten Literature of Hawai 'i</i>
	PART FOUR	Contemporary Hawaiian/Local Island Literature
15	23	Trask / <i>Light in the Crevice Never Seen/Night is a Sharkskin Drum</i>
16	30	Morales et al./ <i>Ho 'iho 'i Hou: George Helm, a true Hawaiian</i>
17	May/07	Chock etal./ <i>Growing up Local</i>

3-3 ANTH/ES 486 PEOPLES OF HAWAI'I (H)

3-3-1 Instructor Introduction

Prof. Ty P. Kawika Tengan

Interests:

My broad interests include ethnic studies, cultural anthropology, indigenous theory and methodology, colonialism, nationalism, identity formation, gender, masculinities, and cultural politics in Hawai'i and the Pacific.

Background: I am from Maui and attended Kamehameha School, Honolulu (high school), Dartmouth College (B.A.), and the University of Hawai'i, where I received my M.A. and Ph.D. (2003). I am Hawaiian, Okinawan, Portuguese, and German, and I am actively engaged as a scholar and community member in the struggles for Hawaiian cultural and political empowerment and self-determination. I am currently an assistant professor with a joint appointment in the departments of Ethnic Studies and Anthropology. I am also an affiliate faculty member of multiple units across the UH Manoa campus, including the Center for Pacific Islands Studies, Women's Studies, Political Science and its Indigenous Politics Program, and the International Cultural Studies Graduate Certificate Program (University of Hawai'i/East-West Center), of which I am a certificate recipient (2000).

Teaching & Advising:

I teach the following courses: ES 101 Introduction to Ethnic Studies, Department of Ethnic Studies ES 320 Hawai'i and the Pacific, Department of Ethnic Studies ES 380 Fieldwork in Ethnic Studies, Department of Ethnic Studies ES 480 Qualitative Research Methods, Department of Ethnic Studies ES 486/Anth 486 Peoples of Hawai'i, Departments of Ethnic Studies and Anthropology ANTH 152 Culture and Humanity, Department of Anthropology ANTH 316 Anthropology of Tourism, Department of Anthropology ANTH 419 Indigenous Anthropology, Department of Anthropology ANTH 485 Pre-European Hawai'i, Department of Anthropology.

Since my hire, I have served on 22 graduate (M.A. and Ph.D.) committees, 11 in Anthropology and 11 in the departments of Political Science, Hawaiian Studies, Linguistics, Geography, Urban and Regional Planning, American Studies, and Music.

Research:

My book "Native Men Remade: Gender and Nation in Contemporary Hawai'i" (Duke University Press, 2008) presents an ethnography of a Hawaiian men's cultural group on Maui called the Hale Mua. In this work, I describe and analyze the ways in which indigenous men remake their cultural and gender identities, with a particular focus on the intersection of nationalism and masculinities. In addition to the book, I have published an article in the journal "Anthropological Forum" on my work as an indigenous ethnographer in the Hale Mua, and an earlier article in "Cultural Values" that theorizes Hawaiian and Maori men's engagements with sport and the military.

I have also conducted research affiliated with a Bernice Pauahi Bishop Museum exhibit entitled "Hui Panala'au: Hawaiian Colonists, American Citizens," that tells the story of over 130 young men of Hawai'i who "occupied" the islands in the equatorial Pacific between 1935-1942 as "colonists" for the U.S. Articles coming from this research appear in "The Contemporary Pacific" and "Peace Review."

I am also involved in the exploration and development of new models for indigenous research in anthropology and the social sciences more generally, as well as the ways in which such research agendas articulate with other modes of critical scholarship. I have published on the history of anthropology in Hawai'i and the efforts of Hawaiians involved in repatriation of human remains and burial objects from museums and government institutions.

3-1-2 Course Description

This course critically examines the historical and contemporary experiences of various peoples of Hawai'i. We will focus on the ways that individuals come to see, know, enact, and practice their membership in larger collectivities that are both institutionally and self-defined along the lines of race, ethnicity, culture, language, gender, sex, class, land, residence, etc. The stakes of knowing ones place in Hawai'i continue to rise as

indigenous claims for land and sovereignty, state and national political restructurings, and global flows of knowledge, capital and bodies confound older ways of understanding "local" identity/ies. We will begin with a survey of historical transformations and continuities in rural island communities on Hawai'i Island, Maui, and Moloka'i, and the ways that Native Hawaiians throughout the archipelago have asserted rights of indigeneity and sovereignty in the present. We then shift our attention to the articulations of gender, class, and ethnicity/race in the Japanese American community of post-WWII Hawai'i, particularly as seen in the Cherry Blossom Festival. Finally, we will interrogate to the cultural and environmental impacts of tourism and development on Maui. In each of these studies, we will also be examining the various anthropological and ethnic studies approaches used to understand and make interventions into the processes of social change.

3-3-2 Required texts:

Blackford, Mansel. 2001. *Fragile Paradise: The Impact of Tourism on Maui, 1959-2000*.

Lawrence: University Press of Kansas

McGregor, Davianna. 2007. *Na Kua'dina: Living Hawaiian Culture*. Honolulu: UH Press. Yano, Christine. 2006. *Crowning the Nice Girl: Gender, Ethnicity and Culture in Hawaii's*

Cherry Blossom Festival. Honolulu: UH Press

Additional readings will be handed out in class or sent via email.

3-3-3 COURSE OUTLINE

T 1/15: Peoples of Hawai'i: course overview, logistics, projects.

R 1/17: Ethnicity, status and place in the islands. Okamura (handout)

I. NA KUA'AINA: CONTINUITY AND CHANGE

附錄三：田野照片及說明



(01)



(02)



(03)



(04)



(05)



(06)

【照片說明】

- (01) Course- Hawaii literature1
- (02) Course- Learning Study at Makau Valley3
- (03) Course- Hawaii Nation 1
- (04) Course- Hawaii Nation
- (05) Honolulu-Chinese Cemetery1
- (06) UH campus- Hawaiian Studies center2



(07)



(08)



(09)



(10)



(11)



(12)

【照片說明】

- (07) UH campus- Hawaiian Studies center4
- (08) UH campus- Hawaiian Studies center3
- (09) UH campus-Book store
- (10) UH campus-Hale Manoa.
- (11) UH campus-Cultural Festival4
- (12) UH campus-Cultural Festival6