

## University of Hawaii Maui College

### HWST 222 - Maawe: Hawaiian Fiber Arts

**1. Course Alpha. Please click on the ? to the right for help.**

HWST

**2. Course Number. Please click on the ? to the right for help.**

222

**3. Course Title/Catalog Title. Please click on the ? to the right for help.**

Maawe: Hawaiian Fiber Arts

**4. Number of Credits. Please click on the ? to the right for help.**

3

**5. Contact Hours/Type. Please click on the ? to the right for help.**

- Hour lecture/lab (3)

**6. Course Description. Please click on the ? to the right for help.**

1. Examines Hawaiian cultural fiber arts. Develops advanced fiber arts projects of Hawaiian cultural significance or ceremonial use. Practices proper protocols used in the procurement of materials needed to complete various fiber arts projects. Explores related protocol and methods for gathering, Native Hawaiian gathering rights, and the type of environments in which specific materials grow and can be gathered.

**7. Pre-Requisites. Please click on the ? to the right for help.**

BOT 105 with grade B or better, or consent.

**8. Co-requisites.**

**9. Recommended Preparation.**

**10. Is this a cross-listed course? Please click on the ? to the right for help.**

NO

**11. Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.**

BOT 105 Hawaiian Ethnobotany offerings have increased over the last five years to eight to ten sections per year, totaling 200-250 students. Those student have consistently requested additional, 200 level ethnobotany courses.

It is important to provide opportunities for students to continue and refine the skills learned in BOT 105 with a follow-up course.

In addition, in anticipation of the Hawaiian Studies AA, projected to start in Spring 2012, this HWST 222 course would be an appropriate addition to 200 level electives.

**12. Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.**

Fall 2014

**13. Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.**

- Standard (Letter,Cr/NCr,Audit) (0)

**14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.**

YES

Is this course repeatable for credit? UNLIMITED

How often can this course be counted toward a degree or certificate? ONCE

**15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.**

Course SLO /Competency	1. Develop Hawaiian fiber art project designs.	2. Research the cultural significance and importance of the projects in development.	3. Develop plans for Hawaiian fiber art projects.	4. Utilize the tools necessary to complete the Hawaiian fiber art projects.	5. Procure the fiber and plant materials necessary to complete the projects.	6. Complete and detail projects.
Plans, creates, and finishes, in a safe and effective manner, fiber arts projects of Hawaiian cultural relevance or significance.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Explains issues and history of fiber material use in Hawaiian culture, observes cultural protocols, and applies these to gathering materials for fiber arts projects.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Utilizes coursework knowledge gained regarding pre-contact Hawaiian fiber arts practices in the production of modern Hawaiian fiber arts projects.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Course SLO /PSLO	Describe aboriginal Hawaiian	Apply aboriginal Hawaiian	Engage, articulate and

	linguistic, cultural, historical and political concepts.	concepts, knowledge and methods to the areas of science, humanities, arts and social sciences in academics and in other professional endeavors.	analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.
Plans, creates, and finishes, in a safe and effective manner, fiber arts projects of Hawaiian cultural relevance or significance.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Explains issues and history of fiber material use in Hawaiian culture, observes cultural protocols, and applies these to gathering materials for fiber arts projects.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Utilizes coursework knowledge gained regarding pre-contact Hawaiian fiber arts practices in the production of modern Hawaiian fiber arts projects.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

**16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

Competency
1. Develop Hawaiian fiber art project designs.
2. Research the cultural significance and importance of the projects in development.
3. Develop plans for Hawaiian fiber art projects.
4. Utilize the tools necessary to complete the Hawaiian fiber art projects.
5. Procure the fiber and plant materials necessary to complete the projects.
6. Complete and detail projects.

**17. Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

Content
1. aha, kaula, aho (cordage) made from niu, hau, other
2. kapa (felted bark cloth) kihei, pau, malo made from wauke, ulu, other
4. upena (nets) made from sennit, olona, other
3. kihei, ahu (cape netting) made from olona, other
5. mahiole (helmets and headdress) made from ieie, other
6. hinai (fish traps) made from ieie, other

7. moena (mats) made from lauhala, makaloa, other
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- 18. Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.**

<b>Program SLO</b>
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Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.
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Apply aboriginal Hawaiian concepts, knowledge and methods to the areas of science, humanities, arts and social sciences in academics and in other professional endeavors.
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Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.
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- 19. College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.**

<input checked="" type="checkbox"/>	<b>Creativity</b> - Able to express originality through a variety of forms. <input checked="" type="checkbox"/> Level 2
<input checked="" type="checkbox"/>	<b>Critical Thinking</b> - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Level 2
<input checked="" type="checkbox"/>	<b>Information Retrieval and Technology</b> - Access, evaluate, and utilize information effectively, ethically, and responsibly. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	<b>Oral Communication</b> - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. <input checked="" type="checkbox"/> Preparatory Level
<input type="checkbox"/>	<b>Quantitative Reasoning</b> - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.
<input checked="" type="checkbox"/>	<b>Written Communication</b> - Write effectively to convey ideas that meet the needs of specific audiences and purposes. <input checked="" type="checkbox"/> Level 1

<b>GenED SLO</b>
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Creativity - Able to express originality through a variety of forms.
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Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.
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Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
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Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
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Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.
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**20. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.**

**21. Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.**

- Classroom/Lab (0)

**22. Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.**

**23. Maximum enrollment. Please click on the ? to the right for help.**

20 maximum. This cap is important because students in this course will need more individual attention, as this is an intensive experiential course, than the BOT105/HWST211 with a cap of 24.

**24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.**

NO

None. However, using a lab room like ULU 104 or new lab rooms in IKE LEA would be appropriate.

**25. Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.**

NO

**26. Are special or additional resources needed for this course? Please click on the ? to the right for help.**

No

**27. Does this course require special fees to be paid for by students? Please click on the ? to the right for help.**

NO

**28. Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.**

No

**29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.**

<b>Degree</b>	<b>Program</b>	<b>Category</b>
<b>Associate in Arts:</b>	Liberal Arts	LE - Elective HI - Hawai'i Emphasis
<b>AS:</b>	ANY	HU - Humanities
<b>AAS:</b>	ANY	HU - Humanities
<b>BAS:</b>	ANY	HU - Humanities
<b>Developmental/ Remedial:</b>	N/A	

**30. Course designation(s) for other colleges in the UH system.**

DA in UH System.  
UHM - HWST 222  
WCC - HWST 222

**31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.**

19, 21 24,120

**32. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.**

<b>Standard 1 - Written Communication</b> <b>Write effectively to convey ideas that meet the needs of specific audiences and purposes.</b>		
<b>Outcome 1.1 - Use writing to discover and articulate ideas.</b>		2
<b>Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.</b>		1
<b>Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.</b>		1
<b>Outcome 1.4 - Gather information and document sources appropriately.</b>		1
<b>Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.</b>		1
<b>Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.</b>		1
<b>Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.</b>		0

<b>Outcome 1.8 - Demonstrate proficiency in revision and editing.</b>		0
<b>Outcome 1.9 - Develop a personal voice in written communication.</b>		1
<b>Standard 2 - Quantitative Reasoning</b> <b>Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.</b>		
<b>Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.</b>		1
<b>Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.</b>		1
<b>Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.</b>		1
<b>Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.</b>		0
<b>Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.</b>		1
<b>Outcome 2.6 - Assess the validity of statistical conclusions.</b>		0
<b>Standard 3 - Information Retrieval and Technology.</b> <b>Access, evaluate, and utilize information effectively, ethically, and responsibly.</b>		
<b>Outcome 3.1 - Use print and electronic information technology ethically and responsibly.</b>		1
<b>Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.</b>		0
<b>Outcome 3.3 - Recognize, identify, and define an information need.</b>		0
<b>Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.</b>		1
<b>Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.</b>		1
<b>Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.</b>		0
<b>Standard 4 - Oral Communication</b> <b>Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.</b>		
<b>Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.</b>		0
<b>Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.</b>		0
<b>Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.</b>		1
<b>Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.</b>		1
<b>Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.</b>		1

<b>Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.</b>	1
<b>Standard 5 - Critical Thinking</b> <b>Apply critical thinking skills to effectively address the challenges and solve problems.</b>	
<b>Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.</b>	1
<b>Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.</b>	0
<b>Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.</b>	1
<b>Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</b>	0
<b>Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</b>	0
<b>Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</b>	2
<b>Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.</b>	1
<b>Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.</b>	0
<b>Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.</b>	0
<b>Standard 6 - Creativity</b> <b>Able to express originality through a variety of forms.</b>	
<b>Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.</b>	3
<b>Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.</b>	3
<b>Outcome 6.3: Sustain engagement in activities without a preconceived purpose.</b>	3
<b>Outcome 6.4: Apply creative principles to discover and express new ideas.</b>	3
<b>Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction</b>	2
<b>Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.</b>	1

### 33. Additional Information



<b>Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.</b>	1
<b>Standard 5 - Critical Thinking</b> <b>Apply critical thinking skills to effectively address the challenges and solve problems.</b>	
<b>Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.</b>	1
<b>Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.</b>	0
<b>Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.</b>	1
<b>Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</b>	0
<b>Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</b>	0
<b>Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</b>	2
<b>Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.</b>	1
<b>Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.</b>	0
<b>Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.</b>	0
<b>Standard 6 - Creativity</b> <b>Able to express originality through a variety of forms.</b>	
<b>Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.</b>	3
<b>Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.</b>	3
<b>Outcome 6.3: Sustain engagement in activities without a preconceived purpose.</b>	3
<b>Outcome 6.4: Apply creative principles to discover and express new ideas.</b>	3
<b>Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction</b>	2
<b>Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.</b>	1

### 33. Additional Information

