

## ENVS 368 Exploring Great Cities: Honolulu, HI

Winter Break 4 credits

**Catalog Description:** Field methods course examining great cities. Concepts and themes in human geography and urban planning provide a framework for the analysis of the human environments and the forces and efforts that shape them. Course is repeatable up to 8 credits; course may only be taken once for each destination.

**Major Goal:** Explore areas of sustainability in the most isolated and hence dependent urban area on the face of the earth

**This course will be organized around the following general themes:**

- Resilience and Sustainability of Honolulu
- Physical Environment of the City
- Neighborhoods – discovering Honolulu through walking and riding buses
- Transportation Issues including issues and debates focusing on the current reliance on automobiles to proposed moves towards heavy rail mass transit, and the potential for alternate modes such as bicycle sharing
- Energy issues and especially the role of renewables
- Food and Agriculture – what role does it play in the cities future and what is the historical past
- Economics of tourism – both traditional and environmental
- Culture – Bishop Museum, cultural centers, Office Hawaiian Affairs...
- Diversity and Ethnic history in the make-up of the city and their role in the economy of Hawaii – present and past
- Outstanding land and other issues based on Native Hawaiian claims

**Course Fee Benefits:** 7 nights lodging, bus passes, admission to Valor in the Pacific, Bishop Museum, Iolani Palace, Japanese Cultural Center, Mission Houses Museum, Plantation Museum, Waihuena Organic Farm, Malama loko Ea traditional 400 year old fish farm, and other possible venues

### Grading

**Quiz on readings & In class assignments** -- 20 pts – A packet of readings will be made available at the first class meeting or before

**Attendance & Participation** – 30 pts --- Missing any class day or trip will result in a 10% grade reduction. Lateness will also result in a point reduction. Complaints from other hostel guests, damage to rooms, being arrested, responsibility for injury or severe inconvenience to classmates or similar inappropriate behavior will result in significant deductions and possible failure.

**Field Logs** 30 pts – details on creating a complete log are provided on the course web page

**Final Paper** -- 20 pts – each student will be expected to research an area of their interest and produce a 7 page report on the issue based on reviewing scholarly articles, books, and/or other appropriate materials. This will be due after a student's return from Hawaii and by the second day of the start of the Winter Quarter.

**Letter Grades:**

A	A-	B+	B	B-	C+	C	D	D-
94	90.0	86.0	82.0	78.0	74.0	70.0	58	54

**Trip Organization:**

Before we leave for Hawaii we will meet on 2 Saturdays and then take a couple of days at WWU or via Skype (see schedule for dates and times) to introduce the region, topical areas, set the ground rules and itinerary, and prepare students for their final reports. Once in Honolulu expect days that will extend from wake-up around 7:30 to one or more evening meetings that will last as late as 9pm. Generally expect to spend about 9 hours per day involved in the class with a substantial amount of field experience involving considerable walking or riding public buses. Simply put, our main mode of transportation will be walking or *The Bus*.

We will be staying at an International Youth Hostel adjacent to the University of Hawaii-Manoa in dormitory style bunks. Food will be up each individual. There is a kitchen at the hostel and a number of restaurants and grocery stores within walking distance, or you can hop on the bus, you will have a pass. Since we are at a hostel, quiet time is observed after 10pm and no alcohol is allowed. Please be considerate of the other guests. If you are asked to leave the hostel, you greatly risk being dropped from the class.

In December sunrise in Honolulu is about 7am and sunset around 6pm. If you want to relax on the beach, I would highly suggest that you plan on staying a few extra days after the class finishes, since we will be busy during most of the daylight hours. Temperature will most likely vary between the upper 60's at night to lower 80's during the day.

**List of potential places and groups we are planning to visit (see last year's schedule for examples):**

- **Sustainability:** Honolulu City Office of Climate Change, Sustainability, and Resiliency
- **Mass Transportation:** Honolulu Area Rapid Transit & The BUS.
- **Alternate Transportation:** Hawaii Bicycling League and Bikeshare Hawaii.
- **Sustainable Energy:** Solar City
- **Tourism & Ecotourism Industry:** Hawaii Ecotourism Association; Hawaii Tourism Authority, Atlantis Tours, Outrigger Resorts...
- **Agriculture and Food:** Dept. of Agriculture, HI; Hawaii Organic Farming Association; Hawaii Farm Bureau Federation; & Hawaii Food Policy Council
- **Culture & Ethnicity:** Bishop Museum – Hawaii State Museum of Culture and Natural Resources, Office of Hawaiian Affairs, Japanese Culture Center, Philipino Cultural Center
- **History:** Iolani Palace, Mission House Museum, Plantation Village Museum, Valor in the Pacific – Pearl Harbor

- **Land Planning:** U of Hawaii Dept. of Planning, Hawaii Land Use Commission & Honolulu Dept. of Planning and Permitting
- **Neighborhoods:** Interpretive walks

## Essentials

1. **Map of Honolulu** – You will need a map of Honolulu, paper or electronic.
2. **Equipment** – A small notebook or notepad is essential for use in the field to record your field observations. A camera will be highly valuable as well.
3. **Readings** – Available on Blackboard or through the instructor
4. **Clothing** – Expect temperatures with lows at night in the 60s highs in the 80s. There can be some rain --...” It rains every day somewhere on every island regardless of the time of year, and it is more like a sprinkle than a downpour. That is why it is so lush and beautiful there. It is very rare for it to rain continuously for days”.
5. **Comfortable walking shoes** – Lots and lots and lots of walking, so get good shoes and break them in beforehand. I don’t recommend flip-flops or similar sandals.
6. **An appropriate amount of money** – This can vary to the extreme depending on the individual. You will need money for incidentals and you will need to eat. The hostel has a kitchen and place to store food. The University of Hawaii is across the street and there are stores and restaurants within walking distance. The course will provide one final dinner on the last weekend.

**2017 Schedule** – since we are still confirming visits and will have some changes as always the schedule below will be similar but not identical to last years which means it is subject to change.

## Prior to Departure

Based on Last Years Schedule This years will be similar				
WWU				
MID-NOVEMBER				
	Readings Available on Canvas			
Preliminary Meetings				
NOVEMBER				
17	SAT	www or skype	Introduction 10am-3pm	Lectures, Discussions, & Group Learning Projects
DECEMBER				
2	SAT	www or skype	Discussion & Reading quiz 10am-3pm	Lectures, Discussions, & Group Learning Projects
Course Begins				
15	FRI	www or skype	Afternoon session 1-6	Lectures, Discussions, & Group Learning Projects
16	SAT	www or skype	All Day 9-5	Lectures, Discussions, & Group Learning Projects

HONOLULU				
			Be ready to leave the building at 6:50	
MON	18	7	Get bus passes take A bus arrive at 8:00am -- 611 middle street	
		8	Bus terminal to Bishop Museum	
		9	Bishop Museum guided tour	Hawaiian History & Culture
		10		
		11		
		12	TRAVEL	
		1	Lunch	
		2	Plantation Village Museum guided tour	19 & 20th century immigration and Sugar Economy
		3		
		4		
		5	Travel	
		6	FREE TIME	
		7		
		8	Review day's events and compare log books	
TUES	19	7		
		8	Morning briefing & Discussion	
		9		
		10	Office of Hawaiian Affairs --	Land & Sovereignty issues
		11		
		12		
		1		
		2	Tourism -- Outrigger Resorts Commitment to Environment	Role of Tourism & Future
		3		
		4	Diamond Head Hike	Physical Geography & History
		5		
		6	KCC Farmers Market & Discussion with organizers	Current local food production
		7		
		8	Evening Review	
WED	20	7		
		8	Morning briefing & Discussion	
		9	The BUS Transportation plans for the future	Future of transportation
		10		
		11		
		12	Iolani Palace	Hawaiian Kingdom Era
		1		
		2		
		3		
		4	Invasive Species - Prof. Jason Levy	Environmental Sustainability
		5		
		6	Sustainability Mini-Conference	Local Efforts at sustainable development
		7		
		8	Evening Review	
THURS	21	7	Morning briefing & Discussion	
		8	Travel	
		9	Prof. Randall Roth -- HART & Land Trusts	Questions of Mass Transit Plans
		10		
		11	Eco Tourism -- Atlantis Adventures	EcoTourism
		12		
		1	Solar City	Alternate Energy a conflicted issue
		2		
		3	Hawaii Bicycle League & Bike Sharing Program	Alternate Transportation
		4		
		5		
		6		
		7		
		8	Evening Review	

FRI	22	7	Morning briefing & Discussion	
		8		
		9	Eco Tourism -- Na Ala Hele -- Hawaii Trail System	Ancient Trail System & Tourism
		10		
		11	Mission House Museum	Arrival of Western Influences
		12	Lunch	
		1		
		2	Japanese Cultural Center	Ethnic history
		3		
		4	Ancient Taro Field at U-Hawaii	Re-birth of Hawaiian culture & traditions
		5	Tour of Manoa Neighborhood	Neighborhood planning and historical segregation
		6		
		7	Group Dinner & General Discussion	
		8		
SAT	23	7	Early Departure for North Shore	
		8		
		9	Malama Loka Ea Foundation	Traditional Fish farming
		10	Volunteer at 400 year old Tradition Fish Farm	
		11	Service Project	Environmental Restoration
		12	Group Lunch	
		1		
		2		
		3	Waihuena Organic Farm	Local Agricultural Production
		4	Service Project	
		5		
		6	Free Evening	
		7		
		8		
SUN	24	7		
		8	Last Discussion	
		9	Choice Day	
		10	Valor in the Pacific -- Pearl Harbor or	Choice day
		11	Aquarium or	
		12	Manoa Farmers Market & Downtown exploration	
		1		
		2	Departures for home throughout the afternoon & evening	

What is included in student log

# Journal or Log

Time-frame of assignment: throughout class

Percentage of final grade: 30%

Throughout this course, you will need to keep a paper or electronic journal of reflections on the readings assigned, class discussions, field visits, and of your own observations -- taken on your own and in response to issues posed during the class or from reflections on reading materials. Your journal should be stored in hard copy or electronic format so that you always have the master but can periodically share portions of it with the instructor for purposes of grading.

## ***Expectations, purpose and learning outcomes of the journal:***

The purpose of your journal is four-fold. First, this journal should serve as a well organized compilation of your own major thoughts from the course for future reference. Second, this is intended to act as a catalyst for discussion by providing you with the ability to cite actual examples and sources of hypotheses even contradictory ones. Third, because you will be organizing and writing out your understanding of materials, this also provides you with a means of critiquing how well you understood various materials. Finally, and most important, it is designed to get you thinking critically about the readings, field visits, and discussions while providing you with the framework for reflecting on the over-all course.

## **Log book or journal parts\***

### **1. Readings and or videos:**

- **Citation** including author, year, title, journal... (for the clever student this can be clip and pasted)
- Two or more **major points/bullets** from each reading -- very short and targeted bullets on each course reading
- Followed by a **brief description and illustration** of the point (this follows the old rule -- statement plus evidence) what arguments are these authors making? How are they backing up their arguments? (basically statement plus evidence), be sure to cite actual facts or quotes from the reading to illustrate the point
- **Your Reflections** related to these points and over-all article, What do you think? (Here's where you come on stage after everything has been laid out. I'd save this section for after all the bullets have been covered, but you might not be able to wait)

Note when creating these major points do not focus on the minutiae, and do not duplicate normal notes you would take while reading an article. Also, this is not meant to be overly long. For many of you this will only be a page or so long for two readings.

## 2. Site Visits/Interviews/Speakers:

- **Citation** including person, place or thing and date, time, and location
- **Major points/bullets** -- very short and targeted bullets of important facts or such
- Followed by a **brief description and illustration** of the point (this follows the old rule -- statement plus evidence) what arguments, hypotheses, or information is being provided? How is it being backed up? (basically statement plus evidence), be sure to cite actual facts or quotes to illustrate the point
- **Additional illustrations**, you can include pictures, sketches or diagrams if they are useful
- **Your Reflections** related to these points and the over-all visit. What do you think? (Here's where you come on stage after everything has been laid out. I'd save this section for after all the bullets have been covered, but you might not be able to wait)

3. **Dailey critical feedback** on your readings, class discussions, field trips, videos.... How do things fit together? What important new issues have been raised? What more would you like to research?... Critical feedback should be done at least once each day. Limit it to no more than a couple of pages.

### Things you might be including in this section

- How do the readings hold together, reflect on any areas of agreement or disagreement
- How does today's information relate to previous materials including previous readings, site visits, class discussions, videos, speakers...
- Are there some general themes present throughout the course that you can start to identify?
- How did this today's class relate to previous ones?
- Ditto on field trips.
- What other personal thoughts might you have?
- What more would you like to know?

## **Grading**

Grading will be based on letter grades with 4.0 "A" as outstanding, 3.0 "B" as meeting all requirements, and 2.0 "C" and below lacking in some fashion.

### **How will these be graded (see below for possible grading matrix)**

Readings, video, site visit...

1. Completeness and bullet points -- are all materials and venues covered and is there adequate depth and breadth in points made for each (for example if everything is from one page there is no breadth, if selection of points is minor then there is no depth)
2. Discussion and reflections -- is this complete and correct and thoughtful

### **Dailey Reflections**

1. Are all days covered and all materials considered including class videos, field trips, speakers (if any)...
2. Is adequate depth and breadth demonstrated -- that is adequate consideration given to how materials can fit together or show contrasting view points.

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*\*These notes and reflections MUST be in your own words, and NOT copied verbatim from the readings. These notes are also to be YOUR OWN WORK and not that of your peers. Identical sets of notes will be returned with no points. If multiple or large sections of your journal is copied either directly from the readings or from another student, it will be considered plagiarism, and you will be subject to academic penalty.*