

Shaping Travelers, Not Tourists: A Preparatory Course for the Hawai'i Project Center

Interactive Qualifying Project



WPI

An Interactive Qualifying Project submitted to the faculty of

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This report represents the work of four WPI undergraduate students submitted to the faculty as evidence of completion of a degree requirement. WPI routinely publishes these reports on its website without editorial or peer review. For more information about the projects program at WPI, please see: <http://www.wpi.edu/Academics/Projects>.

Abstract

The Hawai'i Project Center, established in 2019, required a preparatory course to culturally prepare students for their study-abroad IQP experience and create well-informed travelers. To complete this goal, we researched course design methods. We then interviewed current preparatory course instructors and past students to understand how to design a course. We also interviewed experts at universities and museums in Hawai'i to identify critical knowledge for students to gain before travel. We drafted a complete course that provides an introduction to the subjects of history, environment and geography, ethnic studies, culture, socioeconomics, and current-events of Hawai'i. With our recommendations, our sponsor can implement the course to develop a respectful traveler, not tourist, mindset.

Executive Summary

Background and Approach

Global and intercultural learning are emerging goals within the world of higher education. With proper cultural preparation, study-abroad students can become mindful travelers by developing respect and sensitivity for host locations (Slimbach, 2010). The Interactive Qualifying Project (IQP) at Worcester Polytechnic Institute (WPI) speaks to the university's long-term commitment to global learning. Under current practices, not all students in the program receive specific cultural preparation for the host location. Some project centers require an additional preparatory course to educate students on their IQP location. Our sponsor, Professor Lauren Mathews, the director of the Hawai'i Project Center (HPC), charged our team with developing a preparatory course that would culturally prepare students for their study-abroad experience and create well-informed travelers.

To achieve the project goal, we divided our work into three objectives. Our first objective was to analyze the structure, format, and content of current preparatory courses for the IQP, taken two terms prior to travel, also known as the Pre-Pre-Qualifying Project (Pre-PQP). To complete this objective, we interviewed Pre-PQP instructors and past Pre-PQP students on their experiences and knowledge of preparatory courses. Through this process, we were able to identify important design elements for the preparatory course.

Our second objective was to identify and evaluate critical themes of knowledge about Hawai'i. To complete this objective, we interviewed experts from universities and museums in Hawai'i on specific subjects within their area of expertise. Through our expert interview analysis, we identified the six critical themes of knowledge that students should master before their IQP experience.

Our third objective was to design a draft preparatory course using backward course design. To complete this objective, we used our background knowledge from prior objectives to design the course format and the specific course components. Following backward course design, we first defined learning outcomes, created assessments based upon them, and lastly created learning activities (Wiggins & McTighe, 1998). Through research and expert interviews, we accumulated a collection of resources. Most of these resources were provided by the experts we interviewed and include academic journals, books, and documentary films. Our final deliverable is a drafted course that can be pilot-tested and implemented by the HPC Director.

Results

The results from our interviews with current Pre-PQP instructors and past Pre-PQP students strengthened our understanding of current Pre-PQP courses, which we then applied to develop a general course format. The results from our interviews with experts within the subjects of history, arts and culture, ethnic studies, and the environment of Hawai‘i allowed our team to finalize the course module themes. Our drafted course includes course learning outcomes, assessments, learning activities, course materials, and a syllabus.

Our final deliverable to our sponsor is a Google Drive folder that organizes and contains all of the elements for the drafted course that are easily accessible. This folder is organized into sub-folders, specified in *Weeks 1-7*. Each weekly folder includes the instructor lesson plan, student-led activity guide sheet, and any necessary resources or materials needed for that week. Another subfolder, *Sources*, includes the resources list and any expert-provided sources we do not have access to through WPI’s Gordon Library. The syllabus, post-student-led activity survey, and end of course survey are also organized in this Drive folder. The director of the HPC indicated this Google Drive folder would be useful as she implements the drafted course for the Hawai‘i Pre-PQP course in the future.

Discussion and Recommendations

Over the last seven weeks, our team made significant progress towards our overall project goal, to design a course that would culturally prepare future HPC cohorts for their study-abroad IQP experience and create well-informed travelers. We completed five interviews with Pre-PQP instructors, six interviews with experts, and four interviews with past Pre-PQP students. We used the transcripts and our interview analysis to build and design a draft preparatory course for the HPC. The main limitation of our project was time: we only had seven weeks to complete this project due to the term structure at WPI. It is important to note that the scheduling of interviews, particularly those with the experts, delayed our timeline significantly. This delay in our initial timeline did not allow enough time to conduct pilot testing of our course materials.

The results from our interview analysis and drafted course guided our recommendations for our sponsor to implement, pilot, and revise the course. We also provide additional recommendations for Pre-PQP instructors to improve their courses. We hope our work will help support the future of the HPC and that our sponsor can implement the drafted course to help shape future travelers, not tourists.

Glossary

WPI: *Worcester Polytechnic Institute*

A private research university located in Worcester, Massachusetts.

IQP: *Interactive Qualifying Project*

An undergraduate graduation requirement that is typically completed during a WPI student's third year. Students work in interdisciplinary teams with a sponsor to address a problem. Students are encouraged to complete this project abroad at one of more than fifty project centers (WPI, n.d.-b).

GPP: *Global Projects Program*

Within The Global School at Worcester Polytechnic Institute, students are encouraged to immerse themselves in new cultures and complete projects abroad to gain a first-hand, real-world problem-solving experience (WPI, n.d.-a).

ID 2050: *Course titled "Social Science Research for the IQP"*

A preparatory course that is required for WPI students one term prior to their IQP term. The one-credit course emphasizes social science research methods and analysis, where students learn to develop social science hypotheses as part of the research design process.

HPC: *Hawai'i Project Center*

Located in Hawai'i's capital, Honolulu.

PC: *Project Center*

Does not refer to any permanent physical presence in a location. It is a set of established relationships WPI has with local organizations and often, local universities, who are partners in center activities, mostly IQP's (Mathews, personal communication).

PQP: *Pre-Qualifying Project*

A half-credit course taken in conjunction with ID 2050, the term prior to departure. The course is focused on developing the research proposal based on input from the project center advisors.

Pre-PQP: *Pre-Pre-Qualifying Project*

A preparatory course for the IQP taken two terms prior to travel. The course varies from advisor to advisor, but frequently focuses on cultural preparation. Not all Project Centers have a Pre-PQP component. Most Pre-PQPs are ½ credit courses.

Term:

At WPI, semesters are broken up into two halves (four quarters per academic year). Each term is approximately seven weeks long. The four quarters are named alphabetically: A, B, C, and D terms. A and B term occur in the fall semester, and C and D term occur in the spring semester. This condensed class format allows students to take 12 courses per year as a normal course load. This format encourages and enables students to travel and complete their projects, like the IQP, off-campus.

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Background

Global and intercultural learning are emerging goals within the world of higher education. This rise is met with commensurate growth in study-abroad programs at the university level. With proper cultural preparation, study-abroad students can become mindful travelers by developing a level of respect and sensitivity for host locations (Slimbach, 2010). The Interactive Qualifying Project (IQP) at Worcester Polytechnic Institute (WPI) speaks to the university's long-term commitment to global learning. However, under current practices, not all students in the program receive specific cultural preparation for the host location. Some project centers require an additional preparatory course to educate students on their IQP location. Our sponsor, Professor Lauren Mathews, the director of the Hawai'i Project Center (HPC), charged our team with developing a course to culturally prepare students for their study-abroad experience and create well-informed travelers. In this chapter, we present relevant background information on global and intercultural learning, WPI's commitment to global and cultural competency, the Hawai'i Project Center, and an overview of course design.

Global and Intercultural Learning Through the Lens of Study Abroad

Study-abroad programs have been expanding in the world of higher education since the late 1990s and are often associated with global and intercultural learning (Lewin, 2009). Global learning involves gaining a complete understanding of global systems and natural, physical, social, cultural, and economic legacies (Green, 2019). Intercultural learning encourages research on students' own origins and culture, as well as understanding and respecting others' cultures (UNESCO, 2017). Students can use this self-reflection to deepen their knowledge and respect for other cultures.

Through global and intercultural learning, students can gain global and intercultural competency. Global competency is defined as the ability to examine local, global, and cultural issues to understand the perspectives and worldviews of others (PISA, 2018). Intercultural competency involves developing a sense of cultural self-awareness and understanding the dynamics within a culture (Ross, 2018). Global and intercultural competency often go hand-in-hand but are distinguished by a traveler's ability to be immersed within a culture, compared with understanding the interconnectedness of the world and all the cultures within it. Progress towards

global and intercultural competence allows for an understanding of world interconnectedness and an appreciation for diverse cultures.

WPI's Commitment to Global and Cultural Competency

WPI's Global Projects Program and the Interactive Qualifying Project

The Global Projects Program (GPP) is the distinctive WPI study-abroad program that allows students to complete a project in one of the fifty-plus project centers across six continents (WPI, n.d.-a). Figure 1 below details all off-campus project center locations through the GPP. Projects completed through the GPP support the university's commitment to global learning. Learning Outcome #8, found in the WPI Undergraduate Learning Outcomes and endorsed by WPI faculty in 2019, details this commitment. Specifically, Learning Outcome #8 states how graduates of WPI will “demonstrate global and intercultural competency by developing the capacity to identify, explain, and critically analyze the forces (such as cultural, historical, political, economic) that shape the self and others as they engage with local and global communities” (WPI, n.d.-g).



Figure 1: World map of off-campus project centers through the GPP (WPI, n.d.-f)

At this time, the primary mechanism for students to meet Learning Outcome #8 is the IQP through the GPP. The IQP is not solely an undergraduate graduation requirement; it is an integral part of the university where third-year undergraduate students complete a real-world and hands-on project for a term. While some students complete their IQP in the local Worcester

community or on-campus, most projects are completed off-campus through the GPP. The off-campus project center does not refer to any permanent physical presence in a location. A project center refers to a set of established relationships WPI has with local organizations, and often, local universities are partners in center activities (Mathews, personal communication). As of 2017, over 70% of students completed their IQP off-campus; the university's ultimate goal for the program is 90% participation (Quinn-Szcesuil, 2017).

Formal Preparation for the IQP

Students who complete their IQP's through the GPP are required to take ID 2050 the term before their IQP for project preparation. In this course, students typically work in groups of three to five, their project group, to develop a project proposal. This course emphasizes social science research methods and analysis, where students learn to develop social science hypotheses as part of the research design process. The course culminates in a final presentation and written project proposal that demonstrates student growth in research and field skills (WPI, n.d.-d). The final presentation and project proposal detail the background and methodology required for students to complete their project the following term. As the focus of ID 2050 is on research methods and proposal development, cultural preparation is at most, a small course component.

An additional IQP preparatory component, the Pre-Qualifying Project (PQP), is often taken alongside ID 2050. In PQP, students work under the guidance of project advisors to develop and tailor their project proposals. While ID 2050 provides a more general introduction to social science research and methods, PQP focuses on the specific application of these skills to the student's project and project center location. Similar to ID 2050, the focus of PQP is on the project proposal with limited cultural preparation.

Some project center locations offer cultural preparation before travel through a preparatory course. There are two main structures of current preparatory courses. Some project centers require an additional stand-alone course to be completed two terms before the IQP, while other project centers integrate cultural preparation into ID 2050 or PQP (Mathews, personal communication). Stand-alone preparatory courses for the IQP are known as the Pre-Pre-Qualifying Project (Pre-PQP). The project center director decides if additional preparation is necessary, and if so, on the format of the preparatory course. For the 2020-2021 academic year, ten project centers require a Pre-PQP (Farmer, personal communication).

The Hawai'i Project Center

The HPC was founded during the 2019-2020 academic year. Sixteen students traveled to Hilo, a small town on the island of Hawai'i, to pioneer the project center. The first set of projects focused on invasive species management, aquatic education, environmental sustainability, and non-profit advancements (Jette et al., 2020; Baron et al., 2020; Corcoran et al., 2020; Gaudino et al., 2020). In the 2020-2021 academic year, the project center was moved to Honolulu, Hawai'i's capital. The project center will eventually focus on environmental conservation and sustainable development (Mathews, personal communication). These topics stem from the natural, cultural, and historical conditions of the islands (Global Projects Program, n.d.).

The HPC exists because it is a U.S. project center with no language barrier, a rich culture, and a unique ecology (Mathews, personal communication). Hawaiian culture emphasizes the importance of ancestry, the environment, and especially language (Goodyear-Ka'ōpua et al., 2014). The islands are home to a diverse range of plants and wildlife; many species are only in Hawai'i due to the ecology and remote location (Fisher, 2015). The need for a Hawai'i preparatory course stems from the current lack of cultural preparation before travel to Hawai'i. For effective engagement, students require a greater appreciation for cultural immersion and a deeper understanding of world interconnectedness (Kang et al., 2018).

Tahitians first visited the islands of Hawai'i as early as 300 CE, while sailing through Oceania. Travel patterns continued for hundreds of years until the Indigenous people established permanent residence on the islands around 1200 CE (McDermott & Andrade, 2011). Through these adventures, native Hawaiians developed a strong relationship with both the land and sea (Fisher, 2015). Since European colonization in the eighteenth century, Hawai'i has experienced violence, destruction, and turmoil by power- and resource-seeking nations, including the U.S. (Goodyear-Ka'ōpua et al., 2014). The U.S. first annexed the islands in 1898, making it a territory, and later made it a state in 1959. During Hawai'i's time as a U.S. territory, it was involved in one of the most well-known events in U.S. history, Pearl Harbor (Goodyear-Ka'ōpua et al., 2014). Today, long-running Hawaiian-led movements have fought the national government for the restoration of sovereignty (McDermott & Andrade, 2011).

An Overview of Course Design

Course Design Methods

Two common course design methods are forward and backward course design. In forward design, the instructor first identifies course material, then develops learning outcomes, and lastly creates assessments based upon the material (Bowen, 2017). Backward course design changes this process to bring student learning to the forefront. In this method, the instructor first defines learning outcomes, creates assessments based upon these, and lastly selects relevant material (Wiggins & McTighe, 1998). The popularity of backward course design has grown in recent years. This is due, in part, to the backward course design method scoring higher in recent studies for knowledge of content and pedagogy (Metcalf et al., 2019). The connection between learning materials and learning outcomes is also stronger because the learning outcomes are directly sourced from the learning materials. The following sections offer an overview of backward course design, including learning outcomes, assessments, learning activities, pilot testing, and evaluation.

Learning Outcomes

The first step in backward course design is the development of learning outcomes. Learning outcomes highlight what knowledge, attitude, and skills students should develop by the end of the course (O'Neill, 2015). Learning outcomes are student-centered and measurable outcomes that articulate what students should be able to do (Carnegie Mellon University, n.d.).

Bloom's Taxonomy is one approach used to develop learning outcomes, by identifying appropriate "sample verbs" (Yale University, n.d.). Student skills are categorized based on levels of cognitive complexity, including knowledge, comprehension, application, analysis, synthesis, and evaluation, detailed in Appendix A. Verb choice and learning outcome expectations are directly related to the skillset and cognitive level of the course audience. The lowest category of knowledge uses sample verbs such as define, identify, or recall (Bloom, 1956). As the cognitive complexity increases, the verb choice of the learning outcomes changes as well. The highest level of cognitive complexity, evaluation, uses verbs such as evaluate and assess in a learning outcome (Bloom, 1956).

Assessments

The second step in backward course design is the development of assessments. Two common assessment types are formative and summative. Referred to as “assessments *for* learning,” formative assessments monitor student progress connecting to learning outcomes (Alberta Assessment Consortium, 2008). Formative assessments can be planned or spontaneous and should be conducted throughout the course (Dixson & Worrell, 2016). Planned formative assessments include low- to no-stake quizzes or homework (Mathews, personal connection). Spontaneous formative assessments are less formal and ask students to give concept examples or assess understanding based on body language and facial expressions (Dixson & Worrell, 2016).

Summative assessments evaluate what students have learned based on set standards. They are typically conducted at the end of a unit or course (Dixson & Worrell, 2016). Referred to as “assessments *of* learning,” summative assessments evaluate student achievement of learning outcomes (Alberta Assessment Consortium, 2008). Summative assessments include final examinations, state standardized tests, or college entrance exams (Dixson & Worrell, 2016).

Despite their differences, formative and summative assessments are often interconnected. Courses often use the two assessment types in conjunction and some activities may be considered both. Low-risk essay drafts serve as formative assessments that are developed into summative assessments in the form of a complete essay (Mathews, personal communication).

Learning Activities

The third step in backward course design is the development of learning activities. Learning activities are the tasks that students complete in direct support of assessments (Daugherty, 2006). They are designed to engage and equip students with the necessary knowledge and skills to achieve learning outcomes (Bowen, 2007). Common lower-level learning activities are well-known and documented, such as note-taking, reading a textbook, or listening to a lecture (Sarrica, 2018). Higher-level learning activities require more active learning. These activities require students to critically think and analyze. Examples include group discussion, projects, and problem-solving activities (Bowen, 2007). Active learning activities bring the student to the forefront of learning. Student-centered activities, like discussions, require more active skills from the student.

Pilot Testing and Evaluation

One of the final stages of course design is pilot testing and evaluation. Pilot testing evaluates the success of desired learning outcomes on the completed course draft and is often used to troubleshoot a course before it is established. However, course evaluation does not end when the course is offered; it continues in a cycle of development and progress (WUSTL, n.d.). One tool for continuous analysis used by many universities is the student course evaluation. Student course evaluations include questions that require students to reflect on the core of learning: course content, design, and pedagogy. This feedback helps instructors and universities identify areas for course improvement and can lead to restructuring and refining (Hansen, 2014).

Methodology

The goal of this project was to design a course that would culturally prepare future HPC students for their study-abroad IQP experience and create well-informed travelers. This section presents the methods our team used to achieve this goal, structured into three main objectives:

1. Analyzing the structure, format, and content of current Pre-PQP courses;
2. Identifying and evaluating critical themes of knowledge about Hawai‘i;
3. Designing a draft preparatory course using backward course design.

First, our team analyzed current Pre-PQP courses at WPI through current instructor and past student interviews. Next, we evaluated resources and information about Hawai‘i through research and expert interviews. This evaluation allowed our team to identify and prioritize background about Hawai‘i that would be most essential to cover in the preparatory course. Lastly, we used this background knowledge on Pre-PQP courses and Hawai‘i to design a draft preparatory course using the backward course design method, outlined in the background. Our final deliverable is a drafted course that can be piloted and implemented by the HPC Director.

Objective 1: Analyzing Current Pre-PQP Courses

Pre-PQP Instructor Interviews

To develop an effective course, our team analyzed current center specific IQP preparatory courses from the perspective of both the instructor and student. We completed this analysis of current Pre-PQP courses through instructor and student interviews. First, we conducted interviews of current Pre-PQP instructors. We contacted project center directors the first week of our project term to identify interviewees. From the ten project centers that have a preparatory requirement, we identified five project centers as most useful, due to the level of cultural preparation needed for that project center. Some of the project centers we excluded from our contact list had specific language preparatory components or were online courses that did not directly involve the project advisor. As the official languages of Hawai‘i are both English and Hawaiian, language was not an essential stand-alone component for our course. Rather, our team identified language as a topic to be integrated throughout the course.

The five Pre-PQP courses that we examined were identified as having a specific “cultural preparation” component (Farmer, personal communication). We prioritized these courses, as our course also aimed to culturally prepare students prior to travel. The five Pre-PQP instructors we

interviewed are detailed in Table 1. Prior to each interview, we asked the course instructor to provide a copy of their most recent syllabus and we received syllabi from four of the five Pre-PQP instructors. We used these course syllabi to tailor the interview questions to their specific course. For all Pre-PQP instructor interviews, our team used the semi-structured interview format due to its flexibility. Semi-structured interviews have specific guiding questions but still allow the interview to flow similar to a normal conversation (Berg, 2001). Through the Pre-PQP instructor interview analysis, our team aimed to understand the course structure, learning outcomes, course content, delivery methods, course effectiveness, and, if applicable, how and why the course had changed over time. For a general set of the semi-structured interview questions for Pre-PQP instructors, reference Appendix B.

Table 1. Project Centers and Corresponding Pre-PQP Course Instructors Interviews

| Project Center | Pre-PQP Course Instructor (Interviewees) | Interview Date |
|-------------------------|--|-----------------------|
| Berlin, Germany | Professor Daniel DiMassa, Berlin Center Director* | 02/08/2021 |
| Cape Town, South Africa | Professor Scott Jiusto, Cape Town Center Director* | 02/08/2021 |
| Copenhagen, Denmark | Professor Peter Hansen, Copenhagen Center Director | 02/10/2021 |
| Lyon, France | Professor Fabienne Miller, Lyon Center Director | 02/12/2021 |
| Melbourne, Australia | Professor Lorraine Higgins, Melbourne Center Director* | 02/11/2021 |

*Indicates there is more than one center director for this project center

Past Pre-PQP Student Interviews

Next, our team interviewed Pre-PQP students to understand the student perspective on the effectiveness of a Pre-PQP course. We identified past Pre-PQP students from the same five project centers that we conducted instructor interviews for as we wanted to understand the student and instructor perspective for the same project centers. To identify potential student interviewees, we contacted Dawn Farmer, the administrative assistant in the Global Experience Office at WPI. Ms. Farmer identified the appropriate email aliases for the groups of students we wanted to interview and forwarded our initial interest email to those corresponding email aliases. Table 2 details the project center and the specific cohort of students for the corresponding year

and term. While some students were not able to travel to their off-campus project center in 2020 due to the COVID-19 global pandemic, our team wanted to understand a mix of perspectives from students who both were able and unable to travel to their project center. We used a Google Form initial interest survey, presented in Appendix C1, to identify students willing to participate in interviews. A total of four past Pre-PQP students participated in our interviews. We interviewed one student who completed her project remotely and three students who actually traveled to their project center locations. For a copy of the semi-structured student interview questions, reference Appendix C2. The goal of conducting these interviews was to understand the student perspective and opinions on a Pre-PQP course. We also wanted to identify student's favorite activities and aspects of their Pre-PQP course experience. In these student interviews, we presented our initial format for our preparatory course and asked the students for their opinion. The past Pre-PQP students provided our team with feedback and recommendations that we adapted for our own course design.

Table 2. Pre-PQP Past Student Groups Contacted for Interviews

| Project Center | Cohorts contacted with interview request | Number of interview participants | Interview date |
|-------------------------|---|---|-----------------------|
| Berlin, Germany | D'19 | 0 | N/A |
| Melbourne, Australia | D'19, D'20 | 1 | 02/25/2021 |
| Lyon, France | E'19, E'20 | 2 | 02/25/2021 |
| Copenhagen, Denmark | B'19 | 1 | 02/25/2021 |
| Cape Town, South Africa | B'19 | 0 | N/A |

Objective 2: Identifying and Evaluating Critical Themes of Knowledge about Hawai'i

Our team required a general understanding of Hawai'i to develop this course. To gain this background, we identified and evaluated information through expert interviews. We sought potential interviewees from various institutions and organizations in Hawai'i, specifically professors at the University of Hawai'i at Mānoa and individuals at cultural and historical institutions. Our team identified professors to contact by browsing university departments relevant to our expected course subjects and reading the defined specializations of each individual. Due to a lack of responses from the original requests, we reached out to a team

member’s personal contact, Petra Schatz, an education specialist at the Hawai‘i Department of Education. Ms. Schatz recommended several organizations for our team to contact. Table 3 details the individuals we interviewed. For a complete list of all interview requests made, reference Appendix D1. For each expert interview, our team tailored specific questions to each interviewee based upon their position and area of expertise. We again used the semi-structured interview format. For a copy of each interviewee’s semi-structured interview questions, reference Appendices D2-D8. Most of the interviewees had an expertise in history, culture, or ethnic studies. We conducted only one interview with an expert within the subject of ecology and the environment of Hawai‘i.

Table 3. Hawai‘i Expert Interviewees Details

| Interviewee | Job Title | Institution of Employment | Interview Date |
|----------------------------|-------------------------------|--|-----------------------|
| Dr. John Rosa | Professor | University of Hawai‘i at Mānoa- Dept. of History | 02/15/2021 |
| Zita Cup Choy | Historian | Iolani Palace | 02/16/2021 |
| Professor Jonathan Okamura | Professor Emeritus | University of Hawai‘i at Mānoa- Dept. of Ethnic Studies | 02/16/2021 |
| Professor Noelani Puniwai | Assistant Professor | Kamakakūokalani Center for Hawaiian Studies | 02/17/2021 |
| Professor Ibrahim Aoudé | Professor | University of Hawai‘i at Mānoa- Dept. of Ethnic Studies | 02/22/2021 |
| Kapalikūokalani Maile | Education Programs Manager | Bernice Pauahi Bishop Museum | 02/23/2021 |

We coded and analyzed the expert interviews using Schmidt’s five-stage process to identify overall subjects (Schmidt, 2004). To complete this analysis, we first reviewed each interview transcript and noted specific topics discussed by the interviewee. We then identified subjects that were repeated by multiple interviewees and grouped specific topics within them. Our team acknowledges the bias present in the expert interviews and the topics of discussion. We contacted experts in the topics of history, arts and culture, environment, and ethnic studies. We sought to mitigate this bias through the use of the semi-structured interview, as our line of

questioning directed most of the discussion. This interview structure enabled our team to ask more open-ended questions and allowed interviews to deviate from our planned questions.

Next, our team evaluated the overall subjects we identified through the expert interview analysis and the original sponsor-provided subjects. The original sponsor-provided subjects were history, arts and culture, ecology and geography, and socioeconomics. We identified the overlap between the two sets of subjects to establish themes. We referred to these themes as ‘modules themes,’ and they became the foundation of the course.

Objective 3: Designing a Draft Preparatory Course Using Backward Course Design

Our team sought to create an engaging, interactive, and hands-on Hawai‘i preparatory course that students would be excited to attend, whilst building their knowledge about Hawai‘i and preparing them for travel-abroad. To do so, we first formulated the general course structure. The structure was largely influenced by our analysis of the Pre-PQP instructor interviews and corresponding course syllabi, and two sponsor feedback interviews.

With a detailed structure complete, we began course development using the backward course design method. First, we developed the course learning outcomes that serve as overall, measurable goals that students should accomplish by the end of the course. We reviewed the WPI “Humanities & Arts Learning Outcomes” and “Interactive Qualifying Project Learning Outcomes” to gain a basic understanding of the typical verbiage of learning outcomes (WPI, n.d.-c; WPI, n.d.-e). We also reviewed the learning outcomes from the syllabus of “Principles of Ecology,” a class taught by our sponsor at WPI (Mathews, personal communication). Lastly, we used Bloom's Taxonomy and Rutgers University’s “Effective Use of Performance Objectives for Learning and Assessment” to determine the level of depth of the learning outcomes (Bloom, 1956; Rutgers University 2005). This process allowed our team to purposefully select the best verb for each learning outcome. In addition to the broad learning outcomes, we also created module-specific learning outcomes that focus on topics within each module.

Next, using the module-specific learning outcomes as a guide, we created assessments to measure students’ progress and understanding throughout the course. These assessments are measurable and actionable and include those that can be classified as both formative and summative.

We then created learning activities based upon the learning outcomes and assessments. To structure the activities, we organized the course modules, so a new module theme is

introduced each week. Through our team research and expert interviews, we accumulated a collection of resources. Most of these resources were provided by experts we interviewed. These resources include academic journals, books, and documentary films. Most of the authors were either Native Hawaiian, lifelong or long-term residents of Hawai'i, or recognized experts within their field of study. All resources we received directly from interviewees were considered credible, as they were recommended by either professors or museum directors. We also found sources through individual and team research through WPI's Gordon Library databases. We evaluated all sources we found on our own using a specific process. First, we assessed the authenticity of resources by evaluating the publisher and author. We also identified the publication date to confirm the source was up to date with relevant information. We then considered the intended audience for that source, to examine the author's purpose in publishing that source. We organized the weekly modules with information we identified through the sources. Each weekly module includes relevant resources, an instructor lesson plan, and a student activity guide sheet.

Lastly, we created the course syllabus. The Pre-PQP syllabi we received, detailed in Objective 1, served as examples. Additionally, our sponsor provided us with a syllabus from a past course she taught. Though this syllabus was for an ecology course where the content did not align with our course, we used it as a reference to identify common elements our sponsor included on her syllabi.

Throughout the course development, we met with our sponsor to receive continuous feedback on the design and components. As our sponsor is the current HPC director and the expected future instructor of the Hawai'i Pre-PQP, her feedback was critical during our course development. The outcomes of these sponsor interviews allowed our team to better understand what an effective Hawai'i preparatory course may look like. Additionally, we were able to make changes and improve our drafted course elements based on our sponsor's feedback.

Results and Analysis

This section presents our team’s final results and analysis, including the information gathered from different sets of interviews and the drafted course. First, we discuss the results from our interviews with current Pre-PQP instructors and past students to understand current Pre-PQP courses. We explain how the results from these interviews allowed us to develop a general course format. Next, we discuss the results from our interviews with experts within the subjects of history, arts and culture, ethnic studies, and environment of Hawai‘i. We detail how the results from these interviews allowed us to finalize the course module themes. Lastly, we discuss the results of the drafted course, including course learning outcomes, assessments, learning activities, course materials, and syllabus.

Objective 1: Analyzing Current Pre-PQP Courses

Pre-PQP Instructor Interviews

Our team analyzed the five Pre-PQP instructor interviews to identify the most common structure and format of these courses; Appendix E1 presents a detailed comparison of this analysis. Four of the five Pre-PQP courses are for-credit, student-led courses that meet synchronously for two hours a week. The one outlier is the Melbourne, Australia project center, that offers weekly, asynchronous activities as preparation and is not credit-bearing. Through our interview analysis, we also identified specific instructor recommendations. Every professor stressed the importance of having the Pre-PQP be student-led, as this brings the student to the forefront of learning. Professor Miller, the Lyon, France Project Center Director stressed that **“student involvement is critical.”** Additionally, Professor Miller suggested that the course **“touch on different dimensions with some depth. [The course] should require some work [out of class].”** This feedback in particular reminded our team to more closely consider breadth versus depth in terms of the course material and content. Additionally, Professor Hansen, the Copenhagen, Denmark Project Center Director stated, **“my advice is that [a Pre-PQP] needs to be graded and for-credit; if it's optional, students won't do it.”** This comment was echoed by other Pre-PQP instructors and our team used this advice in the draft course plan, detailed in Objective 3. The complete Pre-PQP interview transcripts are presented in Appendices E2-E6.

Past Pre-PQP Student Interviews

Our analysis of the past Pre-PQP student interviews provided insight and confirmation of the initial course format. During the student interviews, many students expressed that they especially enjoyed the hands-on, interactive components of their preparatory courses. These activities not only enhance learning by helping students to retain information and concepts, but the group interactions between students were identified as useful for the following terms in ID 2050 and IQP. A copy of the complete student interview transcripts can be found in Appendix F. While our team had already planned to make the course interactive, this direct feedback from past students confirmed the importance of an interactive component. We also presented the initial drafted course structure and asked for the students' feedback. All student interviewees supported the structure; they liked balance of both an instructor-led and student-led portion of the class. One student's feedback and advice on the drafted course structure was particularly useful: **“My thoughts are that students don't teach as well as the professor, so I like the fact that the students aren't teaching. Having students do an activity related to the teaching might not be beneficial because it'll be self-taught. Maybe try doing a format where the topic is introduced one week, then the following week, students do an activity about it, then a new topic is introduced afterwards, alternating it so students get to learn from the advisor beforehand.”** This advice became critical in the re-working of our initial course structure, as we balanced the student and instructor led components of the course. Additionally, another student explained that **“researching to present really lets you learn.”** This validation of student research-based learning became useful for our team as we developed learning activities. The course structure redesign and detailed course activities is further explained in Objective 3.

Objective 2: Identifying and Evaluating Critical Themes of Knowledge about Hawai'i

Identifying Themes of Knowledge from Expert Interviews

All expert interview transcripts, as well as a table with the overall subjects and corresponding topics our team identified through the expert interview analysis are presented in Appendix G1.

The six overall subjects we identified through expert interviews are:

1. Indigenous Knowledge
2. Historical Events of Hawai‘i
3. Ethnic Studies in Hawai‘i
4. Hawaiian Culture
5. Socioeconomics of Hawai‘i
6. Contemporary Hawai‘i

The first subject, “Indigenous Knowledge,” details the historic knowledge of indigenous Hawaiians. This knowledge is demonstrated through the indigenous people’s impressive aquaculture, in the form of fishponds and agriculture. Zita Cup Choy, the Iolani Palace historian, noted that during the Hawaiian monarchy period, **“Kamehameha III stated ‘His was to be a Kingdom of Education,’ and before the 1840 constitution was adopted, there was an 80% adult literacy rate [in Hawaiian].”** The second subject, “Historical Events of Hawai‘i,” encompasses some of the prominent events that make up the history of Hawai‘i. These key events include indigenous arrival, European colonization, the overthrow of the Hawaiian monarchy, the forceful annexation of Hawai‘i by the US, and the declaration of Hawai‘i as a U.S. state. While these events do not encompass the complete history of Hawai‘i, multiple experts spotlighted these specific events as particularly important turning points. The third subject, “Ethnic Studies in Hawai‘i,” describes how people from Hawai‘i place a strong importance on identity. Dr. John Rosa, a history professor at the University of Hawai‘i at Mānoa explained that individuals **“just openly bring up ethnicity to strangers.”** Additionally, there is an important distinction between the terms “Hawaiian,” or *being* Hawaiian, and “Hawai‘i,” or *being from* Hawai‘i. Professor Jonathan Okamura, professor emeritus at the University of Hawai‘i at Mānoa, explained how **“the term ‘Hawaiian’ is used for persons, issues, or entities concerning the native people of Hawai‘i.”** The term Hawai‘i includes its many ethnic groups and backgrounds, and does not specify the native people of Hawai‘i.

The fourth subject, “Hawaiian Culture,” highlights the complex culture of Hawaiian people, whilst also acknowledging the colonization of the islands. Much of Hawaiian culture is rooted in the importance of the Hawaiian language and strong relationships between people and the environment. However, the commercialization of Hawaiian culture must not be overlooked and is quite common. Kapalikūokalani Maile, Education Programs Manager from the Bernice

Pauahi Bishop Museum, explained that **“with language you have a perspective of your world view. That ‘Aloha spirit’ is relatively modern and came with colonization and tourism. [Aloha is] a plurality and can be used in many contexts; it can be joy, sorrow, love.”** The fifth subject, “Socioeconomics of Hawai‘i,” presents the interconnection of tourism, high cost of living, and houselessness in Hawai‘i. The tourism industry is a huge economic driver for Hawai‘i but with it comes many issues. The houseless population in Hawai‘i is the highest per capita in the US (Okamura, personal communication). This has a great deal to do with tourism and its resulting high cost of living and community commercialization. Additionally, Professor Ibrahim Aoudé, an ethnic studies professor at the University of Hawai‘i at Mānoa, explained that **“when public policy promotes the highest and best use of land, you would be... promoting the building of hotels. What happens then is land evictions... consequently, you would have high rents, homelessness, tourism.”** In this sense, the tourism industry exposes harm to locals as they are the ones who experience the lasting consequences. The sixth subject, “Contemporary Hawai‘i,” focuses on the issues and current events that were highlighted by experts in present-day Hawai‘i. These current events include the push for sovereignty, the overwhelming and land dominating military presence, and the controversy regarding building a thirty-meter telescope on Mauna Kea, a dormant volcano on the island of Hawai‘i which has deep spiritual ties to many Hawaiians. Another key issue is the development of land and the impact this can have on citizens of Hawai‘i. Professor Noelani Puniwai, an assistant professor at the Kamakakūokalani Center for Hawaiian Studies, stated that **“development is not just the building and structures, it is the ideas and thoughts...you cannot negate the impact this settlement has on your lifestyle.”**

Evaluating Critical Themes of Knowledge for Our Course

After evaluating the subjects identified from our expert interview analysis and the sponsor-provided subjects, we created module themes for the course. Through this analysis, we found that the original subjects our sponsor presented overlapped almost entirely with the subjects identified through the expert interview analysis. This was not surprising, as our team sought expert interviewees based on the sponsor provided subjects. The one outlier was “Ecology and Geography,” as it was not one of the six subjects identified from our expert interview analysis but was a sponsor-provided subject. Given the importance of this subject to our sponsor, we made this subject a module as well. The other shift we made involved the identified subject of “Indigenous Knowledge.” While the expert interviews identified this as an

important theme, our team found that it may be difficult to create its own module, as it is specific and intersects with other themes. Instead, relevant information was grouped with “Historical Events of Hawai‘i” or “Hawaiian Culture.”

Our team ended up with a total of six course modules:

1. Historical Events of Hawai‘i
2. Environment and Geography of Hawai‘i
3. Ethnic Studies in Hawai‘i
4. Hawaiian Culture
5. Socioeconomics of Hawai‘i
6. Contemporary Hawai‘i

Our team chose this order of module themes for a multitude of factors. We first identified “Historical Events of Hawai‘i” and “Environment and Geography of Hawai‘i” as logical starting points. We placed “Historical Events of Hawai‘i” first, to set the foundation for the course. We placed the “Environment and Geography of Hawai‘i” as the second module theme; the geological history of Hawai‘i and the origins of Native Hawaiians’ relationship with the environment greatly expands on the timeline established the previous week. Similarly, the order of the module themes builds on one another. The background and knowledge students gain in previous weeks can help students understand material in future weeks. We placed “Ethnic Studies in Hawai‘i” as the third module theme because of how interconnected this theme is with every module theme after it. As this theme requires a greater level of analysis and self-reflection, we did not want to place this too early in the course. This theme continues to build the foundation of the course. We placed “Hawaiian Culture” fourth, after “Ethnic Studies in Hawai‘i”, because of the scaffolding effect. Ethnic studies will first lay the foundation for students to then critically examine the elements of Hawaiian culture and its stereotypes the following week. The fifth module theme, “Socioeconomics of Hawai‘i,” is heavily intertwined with the themes examined in the prior weeks, setting its placement toward the end of the course. Lastly, we placed “Contemporary Hawai‘i” at the end of the course, as the content of this theme will segue into many of the projects students will begin working on during ID 2050.

Objective 3: Designing a Draft Preparatory Course using Backward Course Design

Determining Course Structure

Our team considered several course formats before determining our final draft course format. We identified three formats, based on the current Pre-PQP course format: completely instructor-led, completely student-led, and film-based. From these formats, our team designed a format that is a combination of the first two options. The drafted course format is a half-credit ($\frac{1}{2}$ unit), synchronous course that meets once per week for two hours, with an expected out-of-class workload of between two and six hours per week. One hour of each class meeting will be instructor-led, based on a seven-module structure. The other hour will be student-led, where students, in groups of four, will lead a class activity each week. The student-led activity will focus on the module topic from the prior week to reinforce the learning outcomes of that module. Appendix I1 presents a table showing the alternating instructor-led and student-led module themes each week.

Our sponsor interviews also yielded important recommendations. In the first interview, regarding the course format, our sponsor suggested we ensure that the course modules were short. This format allows flexibility for our sponsor; it provides the option to integrate the preparatory course into the PQP or ID 2050 term, instead of being a stand-alone course. Specifically, our sponsor could excerpt select modules, activities, or sources to present in the condensed course format to highlight specific key points. The interview transcript for the first sponsor interview can be found in Appendix H1.

This course structure holds many additional advantages. First, this format allows for flexibility and creativity from both the instructor and students. Specifically, students feel ownership for the content that they present. The student-led portion of the course allows freedom for students to go in-depth on a topic within the module theme of the week. Course breadth is also addressed through the instructor-led portion of the course, with each week aligning with a specific module topic presented by the instructor. The module themes cover a wide range of subjects relating to Hawai'i. Through our research and interview analysis, we are confident these themes offer a thorough introduction to Hawai'i. The balance between instructor-led and student-led meeting time additionally supports the student opinion that some structure, with flexibility, is needed in a preparatory course.

The student-led portion of the course also allows for further student interactions, as both Pre-PQP instructors and past Pre-PQP students identified this as an important aspect to their preparatory course. Student activities allow students to get to know each other before ID 2050 and their IQP term. This further strengthens the traveling experience, as noted by students we interviewed. Due to these many advantages of including both a student and instructor-led portion of the course meeting time, our team is confident in this course format for the draft course design.

Developing Learning Outcomes

Upon the development of a course structure, we designed the course using the backward course design method. We first created overall course learning outcomes, outlined below.

Upon completion of the course, students will:

1. Demonstrate respect and appreciation for the people and place of Hawai'i through means of critical analysis relating to historical events, ecology and geography, ethnic studies, culture, socioeconomics, and current events.
2. Analyze and reflect on personal identities, prejudice, bias, and stereotypes to recognize what it means to be a student traveler in Hawai'i.
3. Demonstrate the ability to work in teams, to communicate effectively, and to form interpersonal relationships.

Using Bloom's Taxonomy, we first identified the fourth level of cognitive skill, "Analyze," as an appropriate level of complexity for the course learning outcomes (Bloom, 1956). The specific verbs "demonstrate" and "analyze" reflect a level of understanding and analysis of course material that is sufficient and achievable in a course that is only seven weeks long. We also developed specific learning outcomes for each module. Appendix I2 presents a table with the module-specific learning outcomes. We ensured these module learning outcomes connect back to the overall course learning outcomes as well.

Developing Assessments

Next, our team developed formative and summative assessments that are measurable and actionable. A formative assessment includes short weekly reflection papers on the module theme presented that week. These papers will be less than a page, and their purpose is to get students

critically thinking about the material as the course progresses. The prompt and details of these weekly reflection papers can be found in our weekly lesson plans, presented in Appendices I3-I8. These papers will provide a means of assessing Learning Outcome #1. They indicate to the instructor the progress students are making to become more knowledgeable about Hawai‘i and how they can appropriately complete their IQP in the host location. Learning Outcome #2 may also be assessed during select weeks, given the module. Specifically, during the modules “Ethnic Studies in Hawai‘i” and “Hawaiian Culture,” students will likely analyze identity and stereotypes in their reflection.

A second formative assessment is the student-led activity component. When students create and lead their week’s activity, the instructor can assess both Learning Outcome #1 and Learning Outcome #3. For Learning Outcome #1, the instructor can monitor how students choose to present the subject they have been tasked with that week. This allows the instructor to assess how well the students have learned about the subject and if they are respectful of it. Learning Outcome #3 can also be assessed because the student-led activity is a team project, where students will improve relevant soft skills that the instructor can bear witness to.

A summative assessment is the end-of-course reflection. A detailed description of this final reflection can be found in the “Week 6 Lesson Plan” in Appendix I8. This assessment asks students to reflect on what they learned throughout the course and how they have become better prepared to complete their project as a traveler, not a tourist. It will be relatively short, with a length of one-to-two pages limit. This activity will assess Learning Outcome #2 as it will allow students to tell their instructor just how prepared they find themselves to be for travel.

A second summative assessment is a survey completed immediately following the student-led activity each week. Only the students who led that week would complete this assessment. Questions on this survey include how well the team worked together, how conflicts were resolved, how successful they believed their activity was, and whom they may or may not wish to work with again. Students are also asked to assess their teammates, with a set of criteria. This survey will assess Learning Outcome #3, as it will give indication to the instructor that students practiced relevant soft skills prior to the ID 2050 term. The feedback may also help the advisor in creating teams for the IQP. A copy of this post student-led activity survey can be found in Appendix I16.

Developing Learning Activities

In the last stage of backward course design, we developed the course learning activities. First, our team organized the resources that we found through team research and received during the expert interview process. These resources include academic journals, books, and documentary films. We organized these resources into a list, sectioned by subject matter. This organization directly aligns with the six modules that we identified, in addition to a “General Resources” and a “Virtual Resources” section. This list of resources also details the resource type and accessibility of each source. The list became a piece of our final deliverable, as a course aid for our sponsor. For a copy of this resource list, reference Appendix I18. From this list, we developed one-hour long instructor lesson plans that detail activities for the instructor to use. All suggested readings and videos included in the lesson plans are available at no cost to students, as they are either available through WPI’s Gordon Library or online. For a copy of these weekly lesson plans, reference Appendices I3-I9.

After we completed the first draft of the weekly lesson plans, we met with our sponsor again to receive feedback on the first draft of the lesson plans. This second sponsor interview transcript can be found in Appendix H2. Using specific recommendations from our sponsor interview, we made edits to improve the lesson-plans and activities. For each weekly student-led activity, we created a corresponding student-led activity guide sheet that details the module-learning outcomes, relevant sources, and topics that the student groups can use as a guide when developing their activity. For copies of these weekly student-led activity guide sheets, reference Appendices I10-I15.

Designing a Syllabus

After finalizing the course format and content, we created a course syllabus. The syllabus provides an overview of the course and is a tool for both future students and the instructor. The syllabus details the course description, the course learning outcomes, a suggested reading, the assignments and grading policy, the weekly course schedule, the course policies, and student responsibilities. For a copy of the drafted syllabus, reference Appendix I18.

Final Deliverable

Our final deliverable for our sponsor is a Google Drive folder that organizes and contains all elements of the drafted course to be easily accessed. This folder is organized into sub-folders, specified in *Weeks 1-7*. Each weekly folder includes the instructor lesson plan, student-led activity guide sheet, and any necessary resources or materials needed for that week. Another subfolder, *Sources*, includes the resources list and any expert-provided sources we do not have access to through the WPI Gordon Library. The syllabus, post student-led activity survey, and end-of-course survey are also organized in this Drive folder. The director of the HPC, who will likely be the instructor of the HPC Pre-PQP course, indicated this Google Drive folder would be particularly useful as she implements the drafted course in the future.

Discussion and Recommendations

This section presents our final discussion and recommendations. In our discussion, we explain the overall progression of the project and its main limitations. Next, we identify specific recommendations for our sponsor, the HPC director, to continue the course development through its implementation and into the revision process. We detail the steps that can be taken to pilot test the course, an initial objective we did not achieve, as well as steps the HPC director can take for long-term course revision. Lastly, we offer recommendations for Pre-PQP course instructors to improve their courses.

Discussion

Over the last seven weeks, our team made significant progress towards our overall project goal, to design a course that would culturally prepare future HPC cohorts for their study-abroad IQP experience and create well-informed travelers. We completed five interviews with Pre-PQP instructors, six interviews with experts, and four interviews with past Pre-PQP students. We used the transcripts and our interview analysis to build and design a draft preparatory course for the HPC. However, our team faced many limitations during this project. The first and obvious limitation was time; we only had seven weeks to complete this project due to the term structure at WPI. The first several weeks involved organizing and conducting interviews. It is important to note that the scheduling of interviews, particularly those with the experts, delayed our timeline significantly. This delay in our initial timeline did not allow enough time to conduct pilot testing of our course materials, as we initially intended. While we did not complete pilot testing, we were able to prioritize the design of specific course elements. We focused on creating the weekly lesson plans, weekly student activity guides, a resource list, and a syllabus, as these are all specific elements that our sponsor will use when she implements the course in the future. Shifting our focus away from pilot testing to a thorough and complete design of these specific course elements resulted in a higher quality, more complete draft course.

Another limitation of the project was the subjects covered by our expert interviews. We contacted over twenty experts at different institutions in Hawai‘i, and we completed six expert interviews. However, only one of those interviews was with an expert in the field of the environment or ecology. There was a resulting bias in the topics discussed in these expert interviews due to the limited number of unsuccessful contacts. This required our team to

complete independent research to complete the modules and limited our ability to explore other subjects about Hawai‘i. One of these subjects is ecology; due to limited time, we were unable to introduce the topics of invasive species and indigenous species of Hawai‘i into the course. While we acknowledge this limitation, our team believes that the drafted course provides a complete introduction to Hawai‘i that will strengthen the IQP travel experience.

As an outcome of our work over the last seven weeks, our team has identified specific recommendations to pilot test, implement, and revise the Hawai‘i Pre-PQP course to culturally prepare future HPC cohorts. The final drafted course, though it did not undergo any pilot testing or formal revision process, presents a completed course plan that can be successfully implemented using the following recommendations.

Recommendations

Recommendations for Pilot Testing

As our team did not have time to pilot test our course, we have several recommendations for pilot testing. **We first recommend that the next HPC cohort be the pilot testers.** It is expected that students will physically travel to Hawai‘i in future years, therefore students will likely be invested and interested in the course material. Due to this personal interest, students will likely remain engaged during the course and their opinions and feedback can be useful for course improvements. To receive this feedback, **we recommend that throughout the course, students complete a detailed survey about the Pre-PQP experience, presented in Appendix I19.** Ideally, students will complete the survey twice, once for a midterm check-in and again at the end of the course. The survey asks questions about satisfaction with the content of the course, comfort level and travel preparedness from the course material, and for any recommendations. The survey will serve as the pilot test our team was unable to complete. The results of the surveys will directly affect the immediate revisions to the course for the following years.

Recommendations for Course Revision

Upon implementation, course revision is critical for continuous improvements, as the course should not become stagnant. Through our Pre-PQP instructor interviews, many instructors explained how they update course resources every few years. As the instructors teach their courses year after year, they can lose interest in resources themselves (Miller, personal communication). **We recommend updating resources to ensure the instructor remains**

interested and enthusiastic while also providing the most up-to-date information. Resources can be updated using our resource list as a guide. The focus on materials and resources is particularly important for our last module theme, “Contemporary Hawai‘i.” This module requires up-to-date information and sources that detail current events that will ultimately change each year. Professor Hansen, the Pre-PQP instructor for the Copenhagen Project Center details his revision process: **“I made revisions this year. We stick to it for a few years, then we revise and see that it works. You can try to revise a third of a syllabus per year, which is an academic suggestion, revising the whole thing each year, for a course like this, doesn't make sense. It makes sense for other courses if the topic is constantly changing.”**

Another important aspect of long-term revision is student input. **We recommend using end-of-term course evaluations to identify aspects of the course that students see as needing improvement and are not successful in helping students achieve the learning outcomes.** However, this balance of student enjoyment and achievement of learning outcomes does not always overlap. A module can result in students successfully achieving a learning outcome but can receive negative student feedback. This does not mean that this module or activity is not an effective learning tool; instead, this likely means that the material was challenging for students. It is ultimately up to the discretion of the instructor to make specific course revisions.

The course content will likely vary slightly year-to-year as the instructor has the flexibility to update sources and the activities. **We recommend keeping activities that not only receive positive feedback, but produce student work that contributes to the learning outcomes.** Student involvement and excitement are critical components of the Pre-PQP experience as this pushes students out of their comfort zone (Miller, personal communication). It is important to keep in mind that while this course aims to culturally prepare future HPC prior to travel, Professor Hansen, the Pre-PQP instructor for the Copenhagen Project Center, reminded us **“the [Pre-PQP] setting is more informal, more fun”** than a typical course.

If this course cannot be conducted in-person for any reason, **we recommend that the class meet virtually and synchronously over Zoom.** Many of the current Pre-PQP instructors used Zoom during the 2020 academic year to teach their Pre-PQP course virtually. Zoom allows the class still to run synchronously, though not in-person. The synchronous factor is imperative because we designed the weekly modules to be completed in groups with student collaboration and whole-group discussion. Zoom allows this group work and discussion via the use of

breakout rooms. This platform ensures interaction can still occur virtually if in-person class is not an option.

Recommendations for Pre-PQP Instructors

Through the interviews of other Pre-PQP instructors and constructing a Pre-PQP course, we have discovered multiple factors important in the instruction of a Pre-PQP course. **We recommend that any Pre-PQP course consider incorporating a student-led component.** This is both easier for the instructor and also more enjoyable for the students. This was echoed from both past Pre-PQP students and current instructors. **We recommend there is some level of structure and guidance to the student-led activities.** Giving guidance to students can help keep the topic of the presentations on track and help reduce misinformation. While the main goal of this course is to inform students about Hawai‘i, it is not always easy to present such serious and important topics in a light-hearted environment. Finding the balance to be both informative and entertaining will help keep the students excited to come to class, while also teaching them important knowledge prior to travel.

For instructors who are not native to or experts on their project center location, **we recommend guest speakers are brought in when possible to share informed, reliable perspectives on course subjects.** Several Pre-PQP instructors in our interview process shared the benefits of doing so. Professor Higgins, the Pre-PQP instructor for the Australia Project Center explained that **“we had professors that specialized in the Polynesian area giving a talk about history and colonialism [recently]. It would be nice to be able to do that for our Pre-PQP class, as I almost feel like we are not the best people to teach it, and we need to include Indigenous people.”** While WPI may not have faculty from every project center location, we encourage Pre-PQP instructors to seek out individuals that are native to their project center’s location. Specifically, for the Hawai‘i preparatory course, Module 3: Ethnic Studies in Hawai‘i and Module 4: Hawaiian Culture would greatly benefit from guest speakers with educated, lived experiences. Speakers may be asked to attend a class in-person or may join virtually through Zoom. Hearing from indigenous voices early in the IQP preparation only strengthens the understanding and appreciation that students will gain.

Conclusion

Throughout this project term, our team successfully designed a drafted course that offers a thorough and complete introduction to Hawai‘i, highlighting the most pertinent information that students should know prior to travel. The drafted course and final deliverable include seven weekly lesson-plans, six weekly student-led activity guide sheets, a resource list, a syllabus, and an end-of-course survey. The expert interviews we conducted largely influenced and shaped the course content, and also expanded our own perspectives and preliminary knowledge about Hawai‘i. We hope our work will help support the future of the HPC and that our sponsor can use and implement the drafted course to help shape travelers, not tourists.

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Appendix A: Bloom's Taxonomy for Learning Outcomes

Bloom's Taxonomy of Cognitive Complexities (Bloom, 1956)

| Category | Representative Skills | Sample Verbs to Use |
|-------------------------------------|---|--|
| 1. Knowledge (memorization) | Recall, remember, or recognize information. | Define, identify, recall, recognize. |
| 2. Comprehension (understanding) | Relate discrete facts, summarize or rephrase ideas. | Describe, compare, contrast (in your own words). |
| 3. Application (problem-solving) | Apply rules, laws, concepts, principles, and theories to answer or solve a problem. Apply material to a new and concrete situation. | Apply, classify, illustrate with an example. |
| 4. Analysis (dissection) | Identify the component parts of the complex whole (e.g., a phenomenon or problem). Identify the relationships between the parts. | Analyze, support, draw conclusions. |
| 5. Synthesis (creation) | Combine two or more elements into a new (for the students) combination or set of relationships. | Predict, develop, design. |
| 6. Evaluation (judgement) | Critically assess the quality or judge the work based on internal consistency and external criteria. | Evaluate, assess, judge. |

Appendix B: Pre-PQP Instructors Interview Script

We are a team of students, from Worcester Polytechnic Institute in Massachusetts. We are conducting interviews with current Pre-PQP instructors to learn about the content of these preparatory courses and the course delivery methods. This is a collaborative project with the WPI Hawai‘i Project Center. Our goal is to design a preparatory course for future Hawai‘i Project Center cohorts to gain a background of Hawai‘i history, arts and culture, ecology and geography, and socioeconomics. Your participation in this interview is voluntary and you may opt out at any time. If you would like, we would be happy to include your comments as anonymous. If interested, a copy of our results can be provided at the conclusion of the study.

1. How long has the [X] Project Center had a Pre-PQP course requirement?
 - a. Did you design your course or take it over from someone else?
2. Through looking at the syllabus you provided, the structure of your course is [X]. How did you decide to structure the course in this way?
3. Can you provide some specific examples of ways that students are more prepared to travel as a result of this course?
4. Do you have a “never-fail” activity or unit you do every time the course is offered? If so, what is it and why do you think it works so well?
 - a. On the contrary, were there any activities that did not turn out as planned. If so, why do you think that was the case?
5. How often is the course structure, content, or material evaluated and/or revised?
 - a. Given the revisions made due to the pandemic, do you plan to keep any of these changes once we turn to “normalcy”? If so, what?
6. As our team is designing our own course, is there any advice you would give us?

Appendix C: Past Pre-PQP Student Interest Survey and Interview Script

Appendix C1: Initial Pre-PQP Student Interview Interest Form

Please fill out this form if you are willing to take part in an interview/focus group relating to your Pre-PQP experience for your IQP!

Our team will follow up with more information once the form closes on February 19th.

Thank you!

The Hawai'i Course Design Team

Interest Questions

1. Name (first and last)
2. WPI Email Address
3. What was your IQP Project Center? (select one)
 - Copenhagen, Denmark*
 - Berlin, Germany*
 - Lyon, France*
 - Cape Town, South Africa*
 - Melbourne, Australia*
4. What term/year did you travel to your IQP Project Center?
5. Are you willing to take part in an interview/focus group about your Pre-PQP experience?
 - Yes*
 - No*

Appendix C2: Past Pre-PQP Students Semi-Structured Interview Script

We are a team of students, from Worcester Polytechnic Institute in Massachusetts. We are conducting surveys of various past Pre-PQP students to learn about the content of these preparatory courses and assess the effectiveness of Pre-PQP courses. This is a collaborative project with the WPI Hawai'i Project Center. Our goal is to design a preparatory course for future Hawai'i Project Center cohorts to gain a background of Hawai'i history, arts and culture, socioeconomics, and environment. Your participation in this survey is voluntary and you may opt out at any time. If you would like, we would be happy to include your comments as anonymous. If interested, a copy of our results can be provided at the conclusion of the study.

1. What topics were covered in your class?
 - a. Did your Pre-PQP course introduce the topics of history, arts and culture, ecology and geography, and socioeconomics related to your Project Center?
2. What was your favorite part or activity within the class?
3. What was the most memorable or valuable information you learned in your course?
4. How well do you feel your Pre-PQP prepared you to travel to your IQP Project Center?
5. Is there anything you wish was taught or covered in your Pre-PQP course?
6. Our team is interested in designing a Pre-PQP course with a format that would be:
 - a. For credit, 2 hours (synchronous) in-person, the first hour would be material the Pre-PQP advisor teaches, and the second hour would be a student-led activity (in groups of approximately 4 students). The out-of-class work would be approximately an hour, with the exception of preparation for the group that is running the student-led activity. What are your thoughts? Would this be something that would have engaged you? (Think back to before you knew anyone in your Project Center, or even knew what your project was...)

Appendix D: Hawai‘i Expert Interviews-Requests and Scripts

Appendix D1: Hawai‘i Expert Interview Requests Made and Status of Responses

| Contact Name | Employment Place | Topic/Field | Date of Initial Email Contact | Status of Response |
|---|--|--------------------|--------------------------------------|--|
| Shelley Muneoka | KAHEA | Culture | 01/29/2021 | No response |
| Environment Hawai‘i Inc | Organization | Environment | 01/29/2021 | No response |
| Dr. Kikiloi | Director of the Kamakakūokalani Center of Hawaiian Studies | Culture/History | 01/29/2021 | No response |
| Petra Schatz | Educational Specialist, Hawai‘i Department of Education, Office of Curriculum and Instructional Design | Education | 02/04/2021 | Response- Provided additional contact info |
| Kamakakūokalani Center of Hawaiian Studies, Organization Office | Kamakakūokalani Center of Hawaiian Studies, Organization | Culture/History | 02/03/2021 | Response- Provided additional contact info |
| Noelani Puniwai | Kamakakūokalani Center of Hawaiian Studies | Environment | 02/08/2021 | Interviewed 02/17/2021 |
| April Drexel | Kamakakūokalani Center of Hawaiian Studies | Arts/Culture | 02/08/2021 | No response |
| Dr. Lilikalā Kame‘eleihiwa | Kamakakūokalani Center of Hawaiian Studies | Culture/History | 02/08/2021 | No response |
| Professor Mehana Vaughan | University of Hawai‘i at Mānoa | Environment | 02/08/2021 | No response |
| Professor Noelani M. Arista | University of Hawai‘i at Mānoa | History | 02/08/2021 | Response- No interview |
| Dr. John P. Rosa | University of Hawai‘i at Mānoa | History | 02/08/2021 | Interviewed 02/15/2021 |
| Zita Cup Choy | Iolani Palace | History | 02/09/2021 | Interviewed 02/16/2021 |

| | | | | |
|-------------------------------------|--|---------------------------|------------|--|
| Kapalikūokalani Maile | Bishop Museum | Culture | 02/09/2021 | Interviewed 02/23/2021 |
| Sati Benes Chock | Honolulu Museum of Art | Art | 02/09/2021 | Response- Provided additional contact info |
| Professor Laurel Mei-Singh | University of Hawai‘i at Mānoa, Department of Ethnic Studies | Ethnic Studies | 02/10/2021 | No response |
| Professor Jonathan Y. Okamura | University of Hawai‘i at Mānoa, Department of Ethnic Studies | Ethnic Studies | 02/10/2021 | Interviewed 02/15/2021 |
| Professor Ibrahim G. Aoudé | University of Hawai‘i at Mānoa, Department of Ethnic Studies | Ethnic Studies | 02/10/2021 | Interviewed 02/22/2021 |
| Professor Jennifer Darrah | University of Hawai‘i at Mānoa, Department of Ethnic Studies | Ethnic Studies | 02/10/2021 | Response- Provided additional contact info |
| Professor Jon Kamakawiwo‘ole Osorio | University of Hawai‘i, Dean, Hawai‘inuiākea School of Hawaiian Knowledge | Native Hawaiian Historian | 02/15/2021 | No response |
| Professor Ty Tengan | University of Hawai‘i at Mānoa, Department of Anthropology | Culture/History | 02/12/2021 | No response |
| Professor Kuualoha Hoomanawanui | University of Hawai‘i at Mānoa, Department of English | Art | 02/12/2021 | No response |

Appendix D2: Hawai‘i Experts Semi-Structured Interview Script

We are a team of students from Worcester Polytechnic Institute in Massachusetts. We are currently completing a project with the WPI Hawai‘i Project Center. We are designing a preparatory course for future Hawai‘i Project Center cohorts to gain a background of the history of Hawai‘i, Hawaiian arts and culture, ecology and geography, and socioeconomics. As part of this project, we are conducting interviews with experts to learn more about Hawai‘i and to better understand research that has already been completed. Your participation in this interview is voluntary and you may opt out at any time. If you would like, we would be happy to include your comments as anonymous. If you are interested, a copy of our results can be provided at the conclusion of the study.

Appendix D3: Dr. John Rosa Semi-Structured Interview Questions

*History Professor at the University of Hawai‘i at Mānoa in the College of Arts and Humanities,
Department of History*

1. We have read about your education and research in the University Bio, but can you tell us a bit about what got you interested in studying and teaching about the modern and cultural history of Hawai‘i?
2. Our preparatory course aims to cover the four broad subjects of history, arts and culture, ecology and geography, and socioeconomics. Are there any areas of information that you believe would not get captured in these broad categories? If so, what are we missing?
3. As the history of Hawai‘i is a broad and complex topic, in your opinion, are there key historical events or themes that would be most essential for students to know and be aware of before traveling to Hawai‘i?
4. We want to ensure any activities in our course design are respectful of Hawaiian culture and the history of Hawai‘i. Do you have any ideas for educational activities that you have seen work well?
 - a. Are there ways to ensure that activities are culturally sensitive?
 - b. Do you have any specific recommendations for readings, films, or other sources that could be used in assignments?

Appendix D4: Professor Jon Okamura Semi-Structured Interview Questions
*Professor Emeritus at the University of Hawai‘i at Mānoa in the College of Social Sciences,
Department of Ethnic Studies*

1. We have read about your education and research in the University Bio where you stated you got involved in ethnic studies as a result of living in California during the tumultuous sixties. Could you elaborate a bit more on your experiences and how you got interested in studying and teaching ethnic studies?
2. As outlined, our original plan for the preparatory course was to cover the four broad subjects of history, arts and culture, ecology and geography, and socioeconomics. After several interviews with Hawaiian experts, we’re realizing that race, ethnicity, and identity seem to be much more important than our original thoughts. Based on your works and expertise in the subject area, do you believe that this topic should take priority in our course?
3. In your opinion, what are the key takeaways or themes related to race, ethnicity, and identity that would be most essential for students to know and be aware of before traveling to Hawai‘i?
4. We want to ensure any activities in our course design are respectful of Hawaiian culture and the history of Hawai‘i. Do you have any ideas for educational activities that you have seen work well for the topics of race, ethnicity, and identity?
 - c. Are there ways to ensure that activities are culturally sensitive?
 - d. Do you have any specific recommendations for readings, films, or other sources that could be used in assignments?

Appendix D5: Professor Noelani Puniwai Semi-Structured Interview Questions

Assistant Professor at the Kamakakūokalani Center for Hawaiian Studies

1. We have read about your education and research in the University Bio, stating that you are professionally trained in Natural Resources and Environmental Management. Could you talk a little bit about how you gained interest in this field and your passion for it?
2. In your opinion, what are the key takeaways or themes related to Hawai‘i and its environment that would be most essential for students to know and be aware of before traveling to Hawai‘i?
3. We want to ensure any activities in our course design are respectful of Hawaiian culture and the history of Hawai‘i. Do you have any ideas for educational activities that you have seen work well for the topics of environmental science?
 - a. Are there ways to ensure that activities are culturally sensitive?
 - b. Do you have any specific recommendations for readings, films, or other sources that could be used in assignments?
4. In our research we have come across variation in the use of the ‘okina in the word Hawai‘i, and we were thinking about developing this into part of a lesson that would focus on both the Hawaiian language and the history of Hawai‘i both before and after it became a state. Can you talk to us about the various views on the spelling of this word?

Appendix D6: Zita Cup Choy Semi-Structured Interview Questions
Historian at the Iolani Palace

1. Can you give us a bit of background on yourself and about your position at the Iolani Palace?
2. Through our research, we found that the Iolani Palace was built in 1882 and has been a National Historic Landmark since 1962. Can you speak a bit about its historical significance throughout this period?
3. On your website, we identified the vision statement of the palace: “Iolani Palace is a living restoration of a proud Hawaiian national identity and is recognized as the spiritual and physical multicultural epicenter of Hawai‘i, representing the thriving dignity of the unique people of Hawai‘i.” Can you talk about how you accomplish that, and how we too can be mindful of such important measures?
4. Our preparatory course aims to cover the four broad subjects of history, arts and culture, ecology and geography, and socioeconomics. Are there any areas of information that you believe would not get captured in these broad categories? If so, what are we missing?
5. We want to ensure any activities in our course design are respectful of Hawai‘i’s culture and history. Do you have any ideas for educational activities that you have seen work well at the museum or elsewhere?
 - a. Are there ways to ensure that activities are culturally sensitive?
 - b. Do you have any specific recommendations for readings, films, or other sources that could be used in assignments?
6. Students participating in this course will do so before they develop their social science project, or actually travel to Hawai‘i. If students were to have several key takeaways on history from this course before traveling to Hawai‘i, what would be most important in your opinion?

Appendix D7: Professor Ibrahim Aoudé Semi-Structured Interview Questions

Professor at the University of Hawai'i at Mānoa in the College of Social Sciences, Department of Ethnic Studies

1. We have read about your education and research in the University Bio, but can you tell us a bit about what got you interested in studying and teaching about Ethnic Studies and the social struggles of Hawai'i?
2. Could you talk a bit about the relationship between housing, homelessness, and their relationship to public policy?
3. What are the key takeaways or themes related to race, ethnicity, and identity that would be most essential for students to know and be aware of before traveling to Hawai'i?
4. Our preparatory course aims to cover the four broad subjects of history, arts and culture, ecology and geography, and socioeconomics. Are there any areas of information that you believe would not get captured in these broad categories? If so, what are we missing?
5. We want to ensure any activities in our course design are respectful of Hawaiian culture and the history of Hawai'i. Do you have any ideas for educational activities that you have seen work well?
 - a. Do you have any specific recommendations for readings, films, or other sources that could be used in assignments?

Appendix D8: Kapalikūokalani Maile Semi-Structured Interview Questions
Education Programs Manager at the Bernice Pauahi Bishop Museum

1. Can you give us a bit of background on yourself and about your position at the Bishop Museum?
2. Through our research, we found that the Bishop Museum was established in 1889 and is now the premier natural and cultural history institution in the Pacific. Can you speak to how the museum was able to grow to what it is today?
3. On the website, and from a bit of what you just mentioned, we identified a key purpose of the Bishop Museum is “serving and representing the interests of Native Hawaiians.” Can you talk about how you accomplish that, and how we too can be mindful of such important measures within our project?
4. Students participating in this course will do so before they develop their social science project, or actually travel to Hawai‘i. What are the key takeaways from Hawaiian culture or the history of Hawai‘i that are most important for students to know before traveling to Hawai‘i?
5. Our preparatory course aims to cover the four broad subjects of history, arts and culture, ecology and geography, and socioeconomics. Are there any areas of information that you believe would not get captured in these broad categories? If so, what are we missing?
6. We want to ensure any activities in our course design are respectful of Hawaiian culture and history. Do you have any ideas for educational activities that you have seen work well at the museum or elsewhere?
 - a. Are there ways to ensure that activities are culturally sensitive?
 - b. Do you have any specific recommendations for readings, films, or other sources that could be used in assignments?

Appendix E: Pre-PQP Instructor Interviews- Summary Table and Transcripts

Appendix E1: Pre-PQP Course Structure and Format Summary Table

| | Berlin | Cape Town | Copenhagen | Lyon | Melbourne |
|-------------------------------------|---------------|---|-------------------|---|------------------|
| <i>Synchronous</i> | Yes | Yes | Yes | Yes | No |
| <i>Language requirement</i> | No | No | No | Yes | No |
| <i>For-credit</i> | Yes | Yes | Yes | Yes | No |
| <i>Film-based</i> | Yes | No | No | No | No |
| <i>Length Pre-PQP has existed</i> | 3 years | -Some prep since 2008/2009 -For credit the last 2 year | 20+ years | 2 years- project center started in 2019 | 25+ years |
| <i>Hours per week in-class work</i> | 2.5 hours | 1 hour | 2 hours | 2 hours | N/A |

Appendix E2: Berlin, Germany Pre-PQP Instructor Interview Transcript

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Professor Daniel DiMassa

Interview Date: 02/08/2021

Interviewer: Corinne Saucier

Note-taker: Taylor Nowak

[Key: Corinne-C, Professor DiMassa-D]

C: Hi Professor, thank you for meeting with us today. We are part of the Hawai'i Project Center working on our IQP this term and the goal of our project is to design a preparatory course for the Hawai'i Project Center. The course will prepare future Hawai'i cohorts before traveling to Hawai'i. The subjects that the course will be centered around include history, arts and culture, ecology and geography, and socioeconomics. We spent some time in ID 2050 learning about different types of course design methods, and course design in general, as we are students and don't really have experience designing a course. As you are familiar with the IQP's, I'm just going to read the IRB consent for this interview. Your participation in this interview is voluntary and you may opt out at any time. If you would like, we would be happy to include your comments as anonymous. If interested, a copy of our results can be provided at the conclusion of the study.

D: That makes a lot of sense. You all have my permission to proceed with the interview. I would love to see what you all come up with for your final report and project.

C: So, my first question is how long has the Berlin Project Center had a Pre-PQP course requirement?

D: This is the third year in existence. We started as an ISRP, like a pilot test, for 8 students for the Pre-PQP.

C: Did you design the course?

D: I partially designed it. I worked with the co-directors for the Berlin Project Center. We go back and forth a little bit, but I'm the one who has taught it for 3 years and has been more involved in the course itself.

C: We looked through the syllabus you provided to prepare for this interview. A lot of the learning-based activities are rooted in film. Can you talk a bit about how film is a positive way for historical and cultural preparation?

D: There is sort of a pragmatic side of this. We didn't want to be assigning a lot of difficult readings that students had to spend a lot of time out of class doing. We can all watch the films together and everyone is on the same page. There isn't much work to do weekly for students. Besides the preparation to lead the discussion, that's it. It lends itself for this project center, as there is a strong German film history. I don't know if a Hawai'i Project Center would be able to draw on the same range of films as we have for Germany.

C: Do you watch the films together in class?

D: Yes, we watch them together as a group. We do this on Zoom now. Before, we would meet together once a week and watch a film for two hours and have a half-hour discussion, so work was confined to the two-and-a-half-hour block.

C: Obviously there were a number of changes with the pandemic. Did the Zoom environment have the same amount of engagement and participation?

D: Part of me loved the Zoom. It can be difficult to schedule the Pre-PQP as students all have very busy schedules, so it typically has to take place later in the evening. I don't like to be on campus late, so it was really nice to be able to screen the films from home. However, it's more difficult for me to know the level of true engagement. But we had the same level of discussion as before. Everyone turns their cameras off during the film, which is fine, but I don't really know if the students are there watching or doing something else during that time. I don't have the same oversight on group engagement, but I would consider keeping this format of Zoom in the future.

C: That is one thing we are exploring, different ways to incorporate technology and the feasibility of Zoom.

D: Certain people, for those who commute especially, Zoom is really nice in that respect.

C: Can you provide any indication that your students are more prepared for their travel as a result of this course?

D: I don't have a great specific example. What I will say, a few years ago, I had a team of students presenting a film about East Germany. This team of students mentioned how they didn't realize how for a long time Germany was divided. It shocked me that we would be sending students to work on projects in Germany and have them not know such basic elements of German history. So, the films bring up key elements of modern German history and students get filled in on them. While they won't become German experts, big gaps of their knowledge get filled in. Big topics that always come up include divided Germany, their involvement in two world wars, etc. We want our students to be aware of basic German history and culture before traveling there.

C: Were students not aware of the physical divide, or the social divide? This is just a personal question.

D: I didn't follow up, but I think that is probably an extreme case.

C: It does seem like this course is rooted in history and culture specifically. Do you ever explore the topics of food, language, etc.?

D: In certain aspects we do. The way the course is designed, the films treat German history chronologically, but do touch on other topics like food and language. We watched a film about a restaurant in Germany recently. Different topics come up, but it's rooted in discussion of the film. We could have more, bring food in for class, other things like that. You could do more creative things, but our class is rooted in the film itself.

C: Do you show the same films each year? Or do you have a film you make sure to include each year?

D: We have about 6 to 7 films a year. This year I changed them up, partially because I had seen the same films so many times. I included more comedies this year. There are definitely some

films that are important to show because they show specific things that aren't otherwise brought up.

C: Has this course always been film based?

D: Yes, it started with the film.

C: General question related to designing a course. Is there any advice you would give us in designing a Pre-PQP course?

D: A lot of this is project center specific, of what you can offer. Project center directors have to make decisions based on their center. I advised Thailand which also has a prep course, but it was very different; we had language work, with a little bit of cultural lesson in the language work. I think it's very different place-to-place and also the projects themselves. In Germany we have a lot of projects based on refugees. Keep in mind that there isn't a one size fits all for a Pre-PQP. We thought about whether we wanted to give credit or not. We gave credit for it, but registering for the Pre-PQP is difficult, with many emails between me and the registrar.

C: Yes definitely. Well, that is all we have for questions about the course specifically. However, we are also looking to get student input for the project centers where we are interviewing the Pre-PQP instructors for. Is there any way you are willing to provide us with the email alias or your class roster?

D: I can give you the email alias now. We have only had one group go, the IRSP. I will put some names in the chat here. I have Taylor's contact, so I can reach out if I find more students.

C: Thank you for taking time out of your day to take part in this interview. This conversation has been very insightful as we move forward designing a Hawai'i Pre-PQP.

D: You're welcome. And I wish you all luck on the remainder of your project, definitely send what you all come up with.

Appendix E3: Cape Town, South Africa Pre-PQP Instructor Interview Transcript

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Professor Jiusto

Interview Date: 02/08/2021

Interviewer: Kat Himmelberger

Note-taker: Corinne Saucier

[Key: Kat-**K**; Professor Jiusto-**J**]

K: Thank you so much for meeting with us today. I know you saw in the email, but just to reiterate our project is to create a Pre-PQP for the Hawai‘i Project Center. At the moment we are looking to interview Pre-PQP instructors, especially those our advisors said would be most helpful. As you’re familiar with IRB, your participation in this interview is voluntary and you may opt out at any time. If you would like, we would be happy to include your comments as anonymous. If interested, a copy of our results can be provided at the conclusion of the study.

J: I am very interested in the results at your project end, and you’re welcome to quote me by name if that’s something you want to do.

K: How long has Cape Town had a Pre-PQP requirement?

J: Since around 2008 or 2009. Since the second year of the project center existence. Most of it has been uncredited until a year or so ago.

K: And did you create the course yourself?

J: Yes, I started it myself. I didn’t think of it as a course, more of a summer activity which students did largely on their own. I was the Center Director through 2015, then I came back last year. When I came back, we did adopt a model that my successor had come up with. We ran with that until the pandemic intervened.

K: Going off that, how did the course get changed around due to pandemic?

J: I changed it year to year anyway, as I was interested over time in getting students feeling like a common group that was doing something together that was important and exciting. And I wanted them to learn some things about South Africa that they couldn’t during the prep term. A lot of it took place over the summer, as it was a good way to take advantage of the eight months between ID 2050 and going. We revised based on how students felt and how it went. The new model was going to be led by previous Cape Town students, and since they were enthusiastic, we got with these students. We like getting with past students to have them be involved as much as they would like to be, and help new students get a running start on things. These things overlap to some degree.

K: We really like that its student driven, since we are students developing the course. Along the lines of structure, how did you decide on the “three element” structure of the course?

J: I knew I wanted them to think about South Africa, which was reinforced by talking to them, as the students wanted to get together. They want to meet the larger cohort, as this is the top priority from students, and the cultural and historical stuff to make them somewhat more prepared is especially important. Given last year, through change coming about, we talked with students and

I had an idea that we may be in the United States for the project. So, with racial justice protests going on, I asked “do you guys want to think about racism in the United States?” They agreed that was something they were interested in. I always want students to have the “travel away” experience, and the pandemic raised that to a higher level. We had all projects here, and we thought that would be the most impactful. So, to bring it back, in your design, build in periodic times to check in with students on how it's going, what do we want to do. You provide big pieces, but let students have an input on how things play out. Sometimes logistical and sometimes content-based.

K: Do you have examples of how students are more prepared, as a result of this course?

J: That’s hard to separate. However, students echo that time is valuable. There is too much to learn about any place, and so little time in formal prep, which is often driven by the project. So, I don’t have specific examples, but I will say that the fundamental choice is when this information happens. We were D-Term or summer. Consider over the summer as it’s a nice, open time. Some models I did included meeting with students in spring, after getting placement. Over the summer I had them read Nelson Mandela's autobiography and a few other things. I would send emails, but had no discussion boards or zooms, just individual work. I would encourage you to give a good couple of books, not for credit, but for the excitement. A few won’t do it, but some will and take advantage of it. So really think about the summer.

C: Just to jump in here, it sounds like your goal had a lot to do with creating “travelers over tourists” which is something we are trying to do. How do you accomplish this?

J: I encourage you to think about when students are admitted. Some center directors don’t get with students until ID 2050. I do, and also meet up with returning and new students. Map out from admitted to formal prep. Think about how to be as prepared as possible, to go to that place, to know a bit about the country or place. Novels, for example, can bring people into the experiences and into a story, so those are a great option. Also, prep gives a sense of culture identity. I was grateful that last summer, we met with students over the summer, and got to go through pain and uncertainties of the pandemic together.

K: Has there ever been a really great activity, or some that really did not click?

J: Certainly, the latter. This last summer, as it’s most fresh, the whole Zoom, remote business was very new to me and quite different to how I normally relate to people. Part of the reason that the course always changed is due to listening to students. One thing embedded in from the strategy last time, and before, is a pacing of here’s an individual assignment with a fairly easy reflection to allow students to feel committed. Then have a few small groups, where people can all have airtime to talk and develop discussion more. Then the full group. That strategy is something I suggest you think about. Long ago, over the summer, students had to figure out how to connect, and I’m not sure it worked as well then. I did not optimize how that goes. I will say I can get you the rosters from those that both went, and the ones that did not go.

K: That would be great!

J: You would learn a lot from the students. Feel free to use the alias, or I can weigh in on who to email as all.

K: Kind of last question, which you've been doing this whole time. Can you give us any advice as we undergo this course design process?

J: Try to have some fun elements. Across the topics, try to have very important history, social issues, and develop a way to begin to talk about these kinds of big challenges such as racism, inequality. But also try to have some fun, a mix is important. Think about students from the time they are admitted and consider students who have returned. There's limited time on what faculty can offer but come up with a "Chinese menu" of kind of how faculty can be involved with some flexibility. I also acknowledge that students are busy, and people will have conflicts.

K: Thank you so much, we can clearly tell you're interested and very involved.

J: Feel free to loop back with me later in the term if needed.

Appendix E4: Copenhagen, Denmark Pre-PQP Instructor Interview Transcript

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Professor Hansen

Interview Date: 02/10/2021

Interviewer: James Copeland

Note-taker: Kat Himmelberger

[Key: James-**J**, Professor Hansen-**H**]

J: Thank you so much for meeting with us today. I know you saw in the email, but just to reiterate our project is to create a Pre-PQP for the Hawai‘i Project Center. At the moment we are looking to interview Pre-PQP instructors, especially those our advisors said would be most helpful. As you’re familiar with IRB, your participation in this interview is voluntary and you may opt out at any time. If you would like, we would be happy to include your comments as anonymous. If interested, a copy of our results can be provided at the conclusion of the study.

H: I’m happy to participate. Have you spoken to a number of people already?

J: Yes, Cape Town and Berlin so far.

H: There are a lot of ways to do this, I’m sure you’ll have a great project!

J: Thank you. How long has the IQP and Pre-PQP existed for Denmark?

H: Probably 20 years. The oldest project center is Thailand, which started probably 25 years ago. Then Denmark was started by Danish professors who ran it for about 10 years. I’m third or fourth in line of teaching and running this course. I’m a director of international and global studies. Students who took a cultural preparation class were much more culturally prepared than others.

J: How long have you been the project director?

H: I’ve been co-director for about 3 years, though now I’m the sole director. I ran it this past fall for the first time alone. It was tough, as the students weren’t going, and I started asking the question “what’s the point of doing cultural preparation?” The students are now doing more locally-based projects.

J: We noticed the class was around discussion and a research project. Did you design this yourself or was it given?

H: I’d have to look back, I suspect it was inherited. Specifics and topics have changed from year to year. It’s a serious, student-run course. In other words, on the first day, instructors lead the lesson, then the rest of the term, the students lead it.

J: It seems like language is a pretty important component of the course. Was the course mainly about language or did it also include history and culture?

H: Language is only one component, which includes culture and history in itself. In Denmark, everyone speaks English. It’s widely taught, the people that the students work with speak English. It was slightly different this past B term, we omitted the language component since the students would not be traveling.

J: Do you have a “never-fail” activity?

H: On the first day, there's an icebreaker, which is done in person, but it's different through Zoom now, as everyone has their name in the corner of the screen. When the students run the course, it says in the syllabus to be creative. A lot of students do Kahoot exercises, Jeopardy, games, sometimes (physical) card games with the object or word in Danish, like a flashcard vocabulary game. They use a discussion board on Canvas with assignments posted the day before. They also read "The Year of Living Danishly," which is about someone's first year living in Denmark, as an English speaker, which is a relatable experience to the students. Also, "First Field Work" is about an anthropologist, which relates because some students' projects involve field work.

J: Have there ever been any parts of the course that didn't work great? Or projects? How do you avoid having students and projects that don't go well?

H: For students leading the class, usually it's fine. For projects, they submit in stages, with week five a draft and week seven a final version. Some groups are nearly perfect and have no changes between weeks five and seven, others are not as great, and it's always team-based. It's like doing an IQP, there are always one or two people who make sure that it gets submitted and approved. When you assign project teams, it's at the end of this Pre-PQP term. The project center director forms teams already knowing the students, which is different from project centers that don't have a Pre-PQP component. Project center directors know the students, and the students know each other by now. Project center director knows about relationships, and who to put into groups and who to separate. Some students don't realize they're being judged by one another, which happens both in Pre-PQP and ID 2050 terms. Some students aren't pulling their weight "until the project starts" but that's not true, the project has already started.

J: How often do you restructure or make revisions to the course?

H: I made revisions this year. We stick to it for a few years, then we revise and see that it works. You can try to revise a third of a syllabus per year, which is an academic suggestion, revising the whole thing each year, for a course like this, doesn't make sense. It makes sense for other courses if the topic is constantly changing. This one has goals that are served by the way it's structured.

J: Could you provide examples that this course has helped students be more prepared?

H: I can provide more general than specific examples. Projects this past A-Term were presented virtually. One was to get people to not burn wood in their fireplaces. Students said, "do you remember in that preparatory course, we learned about "hooga," that sense of coziness and comfort?" when the course had taken place almost a year ago. You get an openness to learning, things are different elsewhere than Massachusetts in Denmark, Hawai'i, etc. Learning the real meaning of "aloha," the culture of the place. Students will be more attuned to the culture if it's brought to their attention, for example there is a different kind of work culture in Washington, D.C. than Hawai'i. Lyon has a similar Pre-PQP model to this course. Moscow has a different format and there's a grant that covers the cost of the overload. Walking around in Copenhagen, even though most people speak English, the signs are in Danish. You go to Moscow; the signs are in a different language. Thailand and Denmark are the two longest-standing project centers, and both have a preparatory course. They take a Thai language course starting in A-Term

through B-Term, from a separate instructor, and the grade from the A-Term goes into calculating the ID 2050 grade. I went to Bangkok in 2001 and they had been doing that for at least 5 years before that; the language is entirely embedded into the course. Some places that don't do it but could include Venice, where the project center director says it's worth reading a book or learning a little Italian, though most students don't do it, but the ones who do benefit from it. Timing of terms determines a lot; it's easier with technology being remote. Preparation in the spring and the project in the fall is more difficult because the time is more spread out.

J: Do you have any final advice you'd like to give us?

H: There are some things about cultural preparation taking place. The thing you're getting by doing this is building a cohort that is together and has the experience of being together. Groups have the potential to have cohesiveness and experience the place once they're there. If they have more experiences together, they're more likely to explore and visit places together, which doesn't happen as often when students only take ID 2050. Pre-PQP groups are often different from ID 2050 groups. The setting is more informal, more fun.

J: One post-interview question, could you share the list of former students who physically traveled to Denmark?

H: I suspect there's an email alias, look in the GEO office; Dawn Farmer should be able to help. Which other places have you talked to?

J: Cape Town, Australia, Berlin, and Lyon.

H: Professor Miller's class has a similar format to this one. Not sure what Australia's Pre-PQP involves. There's a range of models, I'm glad you're doing this! My advice is that it needs to be graded and for-credit, as if it's optional, students won't do it. Generally speaking, it's easiest to be designed where students take ownership of it and run most of the course. I think it can help students have a good project experience. I'll be on sabbatical next year, so students next year will be just going to two mandatory meetings, not taking the Pre-PQP. It'll be interesting. You should speak to Professor Nakita for the Russian Pre-PQP, which is as an ISP. The GEO office will be trying to come up with different ways to make it work. Registration for Pre-PQP, PQP, ID 2050, and IQP can be confusing, it needs to be fixed. Some students who take the Russia class take the 1/6th of a unit class that aren't a part of the IQP group, pitch to students who have taken it is that you can combine the 1/6th Russian prep class and 1/6th PQP, which combines to 1/3, which puts you on track to get an international studies minor. Remember, IQP is a marathon, not a sprint.

Appendix E5: Lyon, France Pre-PQP Instructor Interview Transcript

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Professor Miller

Interview Date: 02/12/2021

Interviewer: Kat Himmelberger

Note-taker: Taylor Nowak

[Key: Professor Miller-**M**, Kat-**K**]

K: Hi Professor Miller, thank you for meeting with us this afternoon. Since you've already seen the interview questions, I'm just going to re-read the information about the IRB; this interview is voluntary. A copy of the results can be shared with you at the end, and we'd also love to invite you to the presentation at the end of the term, if you'd be interested.

M: Yes, I would love to be invited to the presentation and get a copy of your results. Anything we do or teach is a work in progress.

K: I'm just going to jump right into the questions. First question, how long has Lyon's project center had a Pre-PQP component?

M: From the start, in 2019. This is also a new project center. We had one year on the ground and last year was all remote. We started the Pre-PQP when we started the project center.

K: Have you been in charge of the Pre-PQP the whole time?

M: Professor Hansen kicked it off. I was a project director with Professor Hansen, and we both agreed that a Pre-PQP was necessary as the culture is quite different and there is the language issue. People think that oh it's France, it's in Europe, it's just like America. But that isn't the case. Professor Hansen had some experience with the Copenhagen project center. The course was inspired a lot by what he did in Copenhagen. Professor Hansen taught it the first year and then I took it over. The course is changing a bit but the one thing that's not changing is having the students lead the class, find things they care about and find topics they are interested in. I don't want to just tell students topics. I want the students to have to take the lead.

K: I was actually part of the interview with Professor Hansen. One of the books he uses is about a woman who lives in Denmark and her experience. Is the book *Bonjour*, listed on your syllabus similar?

M: I've changed the books a few times. I used a book called "60 Million French Men Can't Be Wrong" the first two years of the course. But the book was somewhat dated. However, there is no connection to the book used in Copenhagen. I grew up in France and I picked the book. I dug until I found a book that did a nice job about the French experience. The book gives a lot of tips about French culture. What I did not want was a book about the history of France, or something completely fictional. This is well informed and more like a journalist who wrote the book.

K: I think that's an interesting way to go about it.

M: Yes, I think otherwise we would lose everyone very fast. There were some dry sections of the book; it's not fully what I would want but it still works.

K: Is there any activity for your Pre-PQP that works very well? And on the same note, is there any activity that didn't go exactly as planned?

M: There have been some of both. Something that works well is having the students lead the class. Some teams didn't take it as seriously, but when they did it was very nice. They thought of things I didn't think about. Something that worked that we can't do this year includes food. Food is very important in France so I would bring some samples and we would share them. I wanted the students to experience that. I have stopped that now as it is very difficult to do virtually. But it's nice to have something tangible to share, similar to music. With the food, some people in class were uncomfortable. I got mixed reactions from it as I intentionally chose some foods they don't always see or think of. I wanted to get people out of their comfort zones before traveling to France. A challenge I struggled with, especially the first year, was the language piece. The first two years we had certain sections in Transparent Language Online, per WPI. I feel like we didn't get much from that. Instead of having one big group, I put people in levels, tailored to what they need. A challenge with French is some people had no French or some French in high school. There is no French at WPI. Some are fluent, but that's it. People are not experts. Language is a must. And helping people learn that language is tough. With Thailand, they have a language course. That is something I would consider doing down the road. I'm not the language professor either, so that is difficult. I think down the road that would be worth it. My main frustration is not having people as involved. Transparent is hard so I'm trying different things to try to make it better with the options we have.

K: Have you had to make any revisions to the course due to the pandemic, though it is a newer course? Beyond the technology changes?

M: No, the course is very much like a conversation. Yes, people have to prepare and do readings, but it's meant to be interactive. We do it on Zoom versus the classroom, but there are not many adjustments beyond that. I haven't needed to make any adjustment because of Covid.

K: Can you provide some specific examples of ways that students are more prepared to travel as a result of this course?

M: It didn't make as much of a difference as I would have liked. The students said they wished they had more French language experience. It was taught by Professor Hansen the first year and he is not a native speaker. Again, it was just not having a language professor. It helped some because they knew a few words, but it didn't help as much as I would have liked.

K: As our team is designing our own course, is there any advice you would give us?

M: Are you at the end of designing the course? Where is your team at?

K: We are structuring our information right now. Ideally, we would like to pilot test our drafted course with other students in our IQP cohort.

M: Is there any language component for your course?

K: There is some language. We currently do Hawai'i cultural nights right now for IQP. Last week was on the Hawaiian language. Language will be a part of our course to get students familiar but not as rigorous as other project centers.

M: I think the student involvement is critical. Giving them the chance to talk about what they care about; I think that is the most important part. I think students are uncomfortable with that, as they have about 2 hours to lead a class. Some of them embrace it though. In the end, it's worth getting out of their comfort zone. One thing I did last year was bring in guest speakers. I'm mixed about that. If the person running the course doesn't know much about the area, I think it's awesome. But that could be a nice idea, having several people bring in their experience. Also, so when you get there that might not be offensive and not acting like a tourist. You are ready to hit the ground running on your project. Another important part is student engagement. I can't imagine doing the course without course engagement. Touch on different dimensions with some depth. It should require some work. When you travel, you should be knowledgeable about the people, about some of the history, and some of the culture. You need minimum knowledge, not just the fun stuff. I imagine a lot of people say the same things. Team presentations and individual presentations, on a wide range of topics. Getting to know each other also helps us form the teams. Students will know each other and work with some people and see people in class, indicate some people they will and won't work well with. We have a sense of how people interact. We do that automatically. The Pre-PQP is very useful for forming groups.

K: Was your cohort 16 or 24 students your first year?

M: Last year we only had 6 and we were remote. Since we couldn't travel, I couldn't find sponsors. Typically, either 16 or 18, based on the number of projects I could find. I'm requiring some French, that limits the number of students who can go. I'm not sure if we will ever get to 24. I need more than half the students to be able to speak French. If I'm able to find French universities, it could be less. Language is a big barrier for France. Right now, I have 18 students who are interested in next year.

K: Another Pre-PQP makes use of the summer before traveling. Is this something you considered for your Pre-PQP?

M: We have gone back and forth about that. People will have plenty of time. There are many ways to approach this, but you generally need some preparation. There are many options to create a Pre-PQP.

K: Thank you for your time today and for the interview, it's very much appreciated. We will be sure to forward you information about our final project and presentation.

Appendix E6: Melbourne, Australia Pre-PQP Instructor Interview Transcript

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Professor Higgins

Interview Date: 02/11/2021

Interviewer: Corinne Saucier

Note-taker: James Copeland

[Key: Corinne-C, Professor Higgins-H]

C: Thank you so much for meeting with us today. I know you saw in the email, but just to reiterate our project is to create a pre-PQP for the Hawai'i Project Center. At the moment we are looking to interview Pre-PQP instructors, especially those our advisors said would be most helpful. As you're familiar with IRB, your participation in this interview is voluntary and you may opt out at any time. If you would like, we would be happy to include your comments as anonymous. If interested, a copy of our results can be provided at the conclusion of the study. Alright so I guess we'll just get into it.

H: Great, so I don't teach a formal course, but the term before PQP, we give online assignments. Very minimal, but it's hard because neither side gets credit. More recently we have them do a personal profile which is useful for both me and the sponsors, especially with COVID where it's harder to interact with sponsors. So, I do one myself, with a photo, basic information, why you chose this project center, all that stuff. Then I give them feedback, they revise the personal profile, and then I send away the bios to the sponsors. The second assignment is an infographic. This covers a lot of different topics about Australian culture and history, where teams of 2 get a topic and have to make an infographic to share with the whole group at the start of ID 2050. It gets them working in teams, so that's good. When we actually go to Melbourne, during the PQP I have them look at a map of the immediate Melbourne area and pick a place and learn how to get there, I also do it with further places as well. The goal is that if they are doing the infographics and all this stuff, maybe they won't be embarrassed to ask stupid questions to the Australians when on IQP. I stopped doing films on aboriginals because it generally misrepresents them. Recently I started picking a current topic, like immigration reform, aboriginal rights, or Donald Trump, anything that is in the news. I have the students read newspapers from the US about it, read some newspapers from Australia and see how they are related and the differences, or even from the China-Australia relations. Getting them to figure out how people think differently in the US than they do in Australia. We also do a pre-writing exercise, to see how well they can write and work. If ID 2050 is in A Term, over summer we send out all this stuff; I don't go too deep on things. There is a lot of stuff that is interesting, but still, we don't give credit, and I don't get teaching credit. I have a friend and he does some language stuff and cultural training. ID 2050 has so much writing and reading already, it's hard to get to language.

C: We are very excited about all this and to get more information, but I will ask, have you run the project center of Australia the whole time it had the Pre-PQP?

H: Oh no! I took it over. It started about 25 years ago, but I have only been doing it for the last 5 to 6 years.

C: There were some activities that you mentioned, like film, that you don't always teach anymore, for cultural reasons, but on the contrary do you have a never fail activity?

H: I think they are all useful. So not one over the others. I've adjusted in the COVID years so that students aren't overwhelmed. The bio was more important now than other years and where to go, what to do was a little lacking. Infographics and essays are more in depth and can be fun.

C: Have you always been assigning through email, with no meetings?

H: If ID 2050 in is A term then it has to be virtual, or in B term then I'm too busy with the people already in ID 2050. Back when I helped with Denmark, Peter Hansen would assign a lot of stuff for Denmark and meet once a week, and it was a 2-hour evening meeting, it was a lot to ask of the students. But it was interesting.

C: So not being credit bearing, how are the completion rates?

H: Yeah, what I tell students, part of the grade is for the process, and the preparation I hound them to finish. Everybody does it, if they are missing something, I make them do it in the ID 2050 term.

C: A big thing we are focusing on is designing the course around when COVID will end, so they will go to Hawai'i, and we are looking to create a traveler over tourist mindset. So, we want to give them the tools required to do so, and it feels like you do that in the activities you have explained, what advice would you give us?

H: To give developing preparatory materials, this is a dream thing. It would be nice if we could bring in more faculty with experience. We had professors that specialized in the Polynesian area giving a talk about history and colonialism the other night, and it would be nice to be able to do that for our Pre-PQP class, as I almost feel like we are not the best people to teach it, and we need to include indigenous people. It would be wonderful to require it, but it is very hard to add another thing to the IQP experience, but if we made them interesting enough, students might want to participate. There may be a way to give students and faculty a way to deeper connect.

C: Great advice, we were at the seminar the other night. Our team really wants to understand the student perspective as well, could we get an alias or roster of the last group that traveled to Australia?

H: Hmm. When was that last there?

C: C Term 2020 was the last travel term.

H: You might ask Steve McCauley, the co-director of the center, who taught that class last year.

C: Great thank you very much.

Appendix F: Past Pre-PQP Student Interview Transcripts

Appendix F1: Pre-PQP Student Interview 1 Transcript

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Joey Whitwell

Interview Date: 02/25/2021

Interviewer: Kat Himmelberger; Note-taker: James Copeland; [Key: Joey-**J**, Kat-**K**]

K: Hi, thanks for taking the time out of your day to help us out with our IQP project! I'm going to give you a little introduction to our project and read you the IRB exemption. We're designing a Pre-PQP course for the Hawai'i Project Center, and we're doing our best to make it as authentic as possible. To do this, we've interviewed Pre-PQP advisors to get an understanding of pre-existing courses and the structure of them, and for the course content, we've interviewed experts and Professors in Hawaiian studies. So what topics were covered in your course?

J: It's great to train ourselves to be more culturally sensitive. In the class, we covered some language, and we talked about social culture in Denmark, which is slightly different than here. They participate in a lot of things. Food, books about the experience moving there, we watched a TV show. We touched on the differences between city and rural life. There was not too much about history, only very recent history. Not like when you learn about US history, it was a lot more recent history as it makes sense because of how little time we had.

K: Do you wish it covered more history further back?

J: I don't think it is too important, I think it would be cool, but I'm not unhappy about it.

K: What was your favorite activity in the class?

J: I liked the language as it was fun, and it helped being there. Even though I can't speak it, it was cool to understand a few words here and there and made me more comfortable.

K: Is there anything else you really liked about the course?

J: It really helped everyone know each other more before ID 2050, so it made it easier to work.

K: Were you more prepared to travel?

J: I think so, I had never left the country, so it was nice to mentally adjust with the background.

K: Is there anything you wish was taught, but wasn't?

J: I wish the transit system was more in depth. We did a project of different things we had to know like getting a phone, but where I was it would be nice to learn about countries near just in case someone wanted to travel.

K: How would you feel if your class was taught differently? Our course idea is a ½ unit class that meets for two hours per week; the first hour is instructor-led and is pretty structured, the second hour is student-led, so there's some flexibility in choosing the activity within the topic of the week. There would also be some outside readings and such homework assignments.

J: I think that it is similar to mine, doing weekly groups really helps get to know each other, it helps having the active student part. And researching to present really lets you learn. I also like the structure of the first hour because you don't always cover what you need to if it is just the students coming up with things.

Appendix F2: Pre-PQP Student Interview 2 Transcript

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Elizabeth Inger

Interview Date: 02/25/2021

Interviewer: Taylor Nowak

Note-taker: Kat Himmelberger

[Key: Taylor-T, Elizabeth-E]

T: Hi! Thanks for taking the time to help out our IQP team. I'm going to read the IRB exemption to you, then briefly explain our project. We're designing a Pre-PQP course for the Hawai'i Project Center. To do this, we've interviewed the advisors of pre-existing Pre-PQP courses, and asked to see their syllabi to aid in the structure of the one we're creating. We've also been interviewing experts in the fields of Hawaiian studies, culture, ethics, etc. Where were you supposed to go?

E: Melbourne, Australia, last D term.

T: I'm sorry you weren't able to go, you found out so late and your group (last year's juniors) got hurt the most with the late announcement that IQP's were cancelled.

T: We can get started, I'm not sure if the other students will be showing up. IRB exemption. I'll give a little background on the Hawai'i project center and purpose of our project. You went to Australia, so you had a less formal Pre-PQP, right?

E: The assignments were due in the middle of break, or right before we got back.

T: How broad were the categories?

E: Pretty broad, just getting familiar with indigenous history, and getting a familiarity with the city.

T: Did you have a favorite activity?

E: All the tourist activities were interesting, but also finding more hole-in-the-wall activities to do, also checked out an astronomy-in-the-park activity

T: Is there anything that you wish was taught or covered in your Pre-PQP course?

E: The activities were more for personal development.

T: Did you like the flexible structure or did you wish you had a more structured experience?

E: A structured class would be better if some ID 2050 and PQP workload was taken away, I also really enjoy learning about culture, I'm not sure why so much emphasis was put onto the Pre-PQP because Australia was not so culturally different.

T: That's an interesting point, I don't think Australia is super different from the US

E: I didn't go, but I heard it was pretty westernized or Americanized.

T: I'm going to share our Pre-PQP structure with you. It's going to be a two-hour synchronous, in-person class with one hour student-led and one hour more formal-structured and taught by the advisor about set topics. We don't want to make it a burden on students with out-of-class work. What do you think of this?

E: Just to confirm, this would be in A term? Would these activities be individual or in the groups for the IQP or just random?

T: Yes, A-term, 2 terms before they go away. A random, get-to-know-each-other setup, maybe they'll end up working together, but it's mostly so students get to know each other outside of their IQP groups before traveling.

E: I think the concept is super cool, I think the lesser out-of-class work is good, team bonding is really good, it would also let the IQP advisors know how people work and would get people excited for going away.

T: It would be a $\frac{1}{2}$ credit course, so it pushes students to try a little harder, and we're also trying to set up another structure in the case that our IQP advisor unable to teach it in-person.

E: So, you're saying $\frac{1}{2}$ for Pre-PQP and $\frac{1}{2}$ for PQP?

T: Yeah, some of the Pre-PQP advisors we interviewed moved from no credit to being $\frac{1}{2}$ credit to encourage students to work harder. I think that was it for our questions. Your insight was really helpful!

Appendix F3: Pre-PQP Student Interview 3 Transcript

Transcript is from short-script notes; Sentences may not be verbatim

Interviewees: Emily & Keely

Interview Date: 02/25/2021

Interviewer: Taylor Nowak

Note-taker: Kat Himmelberger

[Key: Taylor-**T**, Emily-**E**, Keely-**K**]

T: Hi, thanks for meeting with us! I'm going to read to you both the IRB before we begin. Our project is to create a Pre-PQP for the Hawai'i Project Center so students are more prepared to travel there. We want them to be "travelers, not tourists." We've interviewed the advisors of current Pre-PQPs, and to get authentic information for the course material, we've interviewed experts in Hawaiian studies, ethnicity, etc. We're hoping to interview current students who have taken Pre-PQPs to get your input, and to get your opinion on our tentative course structure. What topics were covered in your Pre-PQP?

E: This was a while ago, sorry if I forget anything! We went through some language because most people didn't have a background in French, looked at geography and what you can do there, read a book about French culture, and had discussions about the book.

K: We had weekly readings about French culture, and we had weekly presentations. We had a weekly topic we had to use while "running" the class. Different groups would lead the course. There were some cultural aspects, sections about food, end of term we had a project with topics covering transportation, food, wine, what to do on weekends, etc.

E: Tried to cover a high level of what to do while there

T: Did you have a favorite part of the course?

E: There was a time people brought in cheese and macarons!

K: I liked the interactive parts and getting to know the other students in the IQP group, made me feel more comfortable for ID 2050.

E: To add onto that, it's nice to get to work with the other people you'll be traveling with, ID 2050 and PQP are already in your set groups

Tr: Yeah, that's some of our aims for the course! Is there anything you wish was covered in the course or anything you feel was missing?

K Maybe it would've been nice to go over the immediate area we were going to be staying. Nearest grocery stores, just a better explanation of the surrounding area of Lyon.

T: Do you feel Pre-PQP was helpful in preparing you for travel? Do you think having a stand-alone course was necessary?

E: I think it depends on the person, Pre-PQP helps people, but I have family in France so for me, personally, I kind of knew my way around.

K: Emily knows fluent French, so it helped you get around. It helped with culture and general knowledge, general logistics, I kind of knew what to expect. I think that was the benefit, it did help us understand the culture, what's offensive, what's not offensive. I think it could've been

just a few meetings to go over the logistics of travel. But the other part of the course was cultural preparation.

T: Yeah, that's a goal for us, familiarity with the culture. I'm going to tell you our course plan, and please share your thoughts and feedback on it. It's a two-hour class, for credit, that meets once per week, one hour is advisor-led and the other hour is student-led.

E: Correct me if I'm wrong, but I like the fact that it seems like students aren't really doing the teaching, right?

T: Mostly, yeah, it'll be some student-led, but there will be a formal part taught by the advisor.

E: My thoughts are that students don't teach as well as the professor, so I like the fact that the students aren't teaching. Having students do an activity related to the teaching might not be beneficial because it'll be self-taught. Maybe try doing a format where the topic is introduced one week, then the following week, students do an activity about it, then a new topic is introduced afterwards, alternating it so students get to learn from the advisor beforehand.

T: That's a really wonderful suggestion, we didn't think of that, thank you!

K: I agree with Emily, I felt this way about our Pre-PQP because it was student-led, it was more surface-level and would've been better if the professor taught it and went into more depth. Having that week delay might be helpful. I personally liked Pre-PQP, it helped get me excited about ID 2050.

T: I think that's all our questions, unless either of you have any questions for us. Thanks for taking the time out of your days to talk with us!

Appendix G: Hawai‘i Expert Interviews- Themes and Transcripts

Appendix G1: Subjects and Topics Identified Through Expert Interviews

| Subjects | Topics |
|------------------------------|--|
| Indigenous Knowledge | Early technology presence; Self-sufficiency of Hawai‘i; A pre-constitution high literacy rate; Aquaculture through fishponds; Agriculture |
| Historical Events of Hawai‘i | Captain Cook’s arrival; Colonization; New England missionaries; Overthrow of the monarchy; Annexation; Statehood |
| Ethnic Studies in Hawai‘i | Importance of self-identifying; Acknowledgement of ethnicity and race; Distinction between Hawaiian and from Hawai‘i |
| Hawaiian Culture | Commercialization of Aloha; Importance of language; Food; Importance of land and ecology |
| Socioeconomics of Hawai‘i | High rates of houseless; High cost of living; Housing market; Tourism industry |
| Contemporary Hawai‘i | Presence of American Exceptionalism; Mauna Kea Telescope controversy; Sovereignty movement; Political climate; Military presence; Land development contradicting the Native respect for nature |

Appendix G2: Dr. John Rosa Interview Transcript

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Dr. Rosa; Interview Date: 02/15/2021

Interviewer: Taylor Nowak, Corinne Saucier; Note-taker: James Copeland

[Key: Taylor -**T**, Corinne-**C**, Dr. Rosa-**R**]

R: So how long has this project program been going on?

C: This is this center's second year, but each student at WPI has a social science requirement that they complete in their third-year that involves them completing a real-world team project, outside of their major. Some students stay on campus for this, but many travel-abroad, and we have over 40 project centers worldwide. Our project is creating a preparatory course for future cohorts who will be able to travel to learn about the history, arts and culture, ecology and socioeconomics.

R: So how can I specifically help?

C: We are not the best people to pick the most important parts of things the students should learn before heading to Hawai'i as we are not from Hawai'i, nor are we Hawaiian, and research can only do so much. That's why we want to talk to those who know more than us, like yourself.

R: I'll tell you what's been on my mind for the last year or so, as an academic historian. I got into this field because I grew up in a multi-generation household. My mother is the eldest and she has 7 younger siblings. My grandparents went to UH but dropped out during the war (WWII). I always grew up with stories of Hawai'i. I went away for school but then came back and trained as a historian. Hawai'i is the mainland to me, there is nothing wrong with having your experience be the way you view the world. In the early 20th century, there was a push to use the word "mainland" for the contiguous United States, which is very colonial. For me, "mainland" is Hawai'i. It was not until World War II that people were really aware of Hawai'i, due to Pearl Harbor, technology, telecommunications, expanding views, and more. What I do is 20th century Hawai'i. "History is the events of the past, but for me it is also your interpretation and presentation of the events. You will always have a different perspective depending upon your cultural and social values." It is not all about dates and names but connecting yourself to the past. When I teach these topics, I use many books, such as *Detours* co-edited by Vernadette Gonzales and Hokulani Aikau. It was published by Duke University Press in 2019. It is not a monograph. Very frequently, there is a tourist view of Hawai'i, but *Detours* takes 'detours': poetry, artwork, photography, postcards that are anti-postcards, and more. My current undergrad audience is enjoying it. People are writing with passion because they live there. Even as a kid, I found it odd not too much is written about Hawai'i and when it is, it is not people from Hawai'i. So what happens is people using their own views to talk about Hawai'i and it is not accurate. Instead, the people retell stories but with different stories and narratives. "Mo'olelo" means stories/history in Hawaiian. Authentic can mean many things, to make a long story short, Native peoples were telling academics that everything changes, nothing wrong with incorporating things that are older with newer. "All cultures change over time." There's a series of books called the *Value of*

Hawai'i, there are three volumes. Knowing the past, shaping the future. 2010. Two academics, one Hawaiian, the other, not. The 2010 election was a turning point. Hawai'i needed to really talk about things, got 25 topics to discuss, economy, education, race and ethnicity, homelessness, sovereignty. Interesting, but academic publishers are very specialized. Duke University press publisher developed close relations with Hawaiian authors, made Duke University press become one of the leading publishers on big Hawaiian topics. A friend from school teaches at NYU and has a book on statehood. As for socioeconomics, living in Hawai'i is like living in New York or San Francisco. Living somewhere means your family all lives together because a rundown place can be \$700k to \$1 million. A sense of place here, known for being multicultural, multiethnic, aloha. As far as I know, I'm not Native Hawaiian, but I might be. My ancestors came in the mid-1800s from China and then also from Portugal. It can sometimes be confusing on what is considered "Native." I can send you an essay I wrote about Hawai'i's history, big history in 4 groups.

Send me a reminder and I will attach a few things. I just got Netflix, a movie called *Finding Ohana*, raised some discussions. Is it really authentic? No, not really, but it did okay representing Hawai'i. Much better job of portraying Hawai'i than in the 1970s or 1980s. Lilo and Stitch and Moana, my kids really like it even though it isn't totally accurate.

C: We do have a few follow up questions and the IRB to read.

R: Of course.

T: So, we gave you those 4 categories, that's a lot of information, but what do you think are the key events or cultural themes that should be most essential to know about before traveling to Hawai'i?

R: Don't worry about historical events, things change over time, having said that, I'll send you the thing I wrote about the major groups, Native Hawaiians call themselves Kānaka Maoli colloquially, in Hawai'i we use "Hawaiian" for Native Hawaiians. Some people use anybody on the island as Hawaiian and that's a no-no. I consider myself local Chinese, local Asian. This is my specific place, and I am happy when my kids know the specific history of Manoa. It is always important to realize people are very upfront to talk to you, just openly bring up ethnicity to strangers. I wrote about this in the thing I'm sending you after this. I teach history. I speak standard English; I dress a certain way. I'm both local and not local and people can be wary of me. They often ask where you grew up and where did you go to school. Let's say you are from Boston, 'which high school did you go to' to try to figure out more about someone based on where they grew up. Could be more trustworthy. General dates for your class, Captain Cook (1778), probably not the first Westerner, but first to record and put it on a map. I like the show *Drunk History*, and I thought it would be bad, but the Captain Cook one was pretty good, you could tell how the dialogue was written that they did research. Captain Cook had a lot of spiritual power, when he died, many others tried to take his power as he was dying, they killed him faster. Dozens of international agreements, Hawaiians were so smart as they wanted to learn about everything so they can be in on international trade. Learn English to have better business practices from New England missionaries in the 1820s. It was more than just religion. The 1890s

is the overthrow. The US is like “woah,” not until McKinley had the navy stop in Hawai‘i on the way to the Philippines. In 1898 they took Puerto Rico, Guam, Hawai‘i, and the Philippines. Then WWII started, but Hawai‘i was not a state until 1959. You have sugar and pineapple, so it’s agriculture, agriculture, agriculture. With so many US conflicts in Asia, the economy is very militaristic. There is a strong visitor industry, anyone not in Hawai‘i for 365 days at one time. 30 years ago, the tourism authority, state entity that helps create attractiveness. Explore the rising market from China, Korea, always have visitors from Canada, try to expand to Europe.

C: Two really quick follow up questions, the first is identifying Hawaiian descent vs Asian or Filipino descent; seeing students would be working with people on the island, should students be educated on if they should ask, would that be respectful? The second is also being respectful, what should students really learn as far as sovereignty is concerned?

R: It is great you bring this up, first thing to do is introduce yourself and then when they know they have the option to expand or not expand. It's just like at a party when you meet someone you have a rapport, read the room. Bring it up toward the middle. Try to connect and make sure you introduce yourself. Can depend on the age of the people you are talking to. When hanging out, you normally don't talk about religion or politics. Human beings are complex. Obama is from Hawai‘i, and Hawai‘i, since 1954, has been mostly democratic, in Hawai‘i, it is just so huge. It leads to there just isn't much discussion anymore, and some people get angry over it. This guy named Trump got 30% of the vote, which surprised many, but not surprising to the political scientist; some people wanted a change, they were frustrated with Democrats. Sometimes when I meet someone, I get surprised by an opinion, but when I ask them why they believe that I see potential in some things the other has to say. College-aged students can be easier to talk to, but older people may be less willing. In terms of sovereignty, I am an academic in an academic environment, but a lot of people have opposing views. Telescope on mountain, debate on the sacredness of the mountain. When people hear “sacred,” a lot of people realize that something can be sacred. It's like the Grand Canyon. Such a range of views about it, people tend to not want conflict in Hawai‘i. For example, take Black Lives Matter; in Hawai‘i there is not much racial tension. It is simply different where you are and what you experience. Jobs, economics, you can see with Covid, a lot of younger people are conflicting with staying in and needing jobs. Some people want it for jobs, other people think money would fix the problem. I always try to politely hold back and see it from the other's perspective. There are a lot of older patriotic Hawaiians, complex military relations due to the excess military on Hawai‘i. Militarism is often used in academics, how does the military affect the local economy. Don't want to be seen as anti-military, just that it has a presence. Military folks have housing allowance so sometimes house prices go up.

C: Thank you very much, you really answered all our questions and more! We will follow up on the paper you mentioned, again if you want to see our final project, let us know.

R: I would love to. Also, let your instructor know we have specialized short term study groups at UH. Instructors can schedule visits with U Hawai‘i for one week to five weeks, mostly Japanese and Korean students come. Mostly business and food and nutrition majors.

Appendix G3: Professor Puniwai Interview Transcript

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Professor Noelani Puniwai

Interview Date: 02/17/2021

Interviewer: Kat Himmelberger, Corinne Saucier

Note-taker: James Copeland

Key: [Kat-**K**, Corinne-**C**, Professor Puniwai-**P**]

C: IRB statement and introduction. We read in your bio about your interests, how did you get these interests and passion?

P: I think for me, I was raised mostly in the forest and the slopes of the crater of Kīlauea. My parents were researchers and me and my sisters spent all our time in the tidepools and the forests. Growing up I did a lot of canoeing and Hula; representing natural processes, Hula tells stories, and our stories hold many environmental stories. Save the rainforest back in the 80s. Greenhouse ozone, not so much climate change yet, but we could see a lot of the changes in the forests of Hawai‘i. It gave me an awareness at a young age and our culture thrives in a living Native keep of the land. I relearned the language and grew up with the rebirth of Hawaiian culture.

C: How can a student with little background understand the seizing of land and the indigenous history of Hawai‘i?

P: I actually live in Hawai‘i where the telescope is being built. For me, the development happens slowly, it takes time. We are relying on the military for our economy now. When I was young, we were self-sufficient, now we can't import, and the coasts have not developed yet. When you develop places, you change people's routes and what they can access. The development is not just the building and structures, it is the ideas and thoughts of thinking 'we need this development to be successful.' You cannot negate the impact this settlement has on your lifestyle. Here in Puna, I live in a community that is all housing, but everyone that comes and builds here thinks Hawai‘i is a certain way and they think they own the land, but we need to re-educate people. When I was young, I would go to a tidepool, but it was developed around and now I can no longer go there. When a lava flow happens, people are angry, but the lava is the queen, she will do what she wants. We live here knowing this and it makes so many things complex and makes us rejoice to be able to see the beauty of it and it is a miracle and a process we should be loving. If you lose the connection you have to the places you live, then they will all be colonized, regardless of what is built, if you are not connected to the place then you have already lost it.

C: The fishponds that were aquaculture without modern technologies or science, they were explaining that they can no longer operate the same anymore, but they could do it again if they were able to try. Do you agree this would work?

P: Yes of course, you just need the desire. The studies go back and forth to the population, but it is around 800,000, just for food. Our population, without the military, is right around that. There is a lot of diverse agriculture, not at a profit point yet, but it is happening just in backyards and

learning. We live in a modern society, so we want the luxuries, but we could do it if we needed to. There is so much fresh vegetables and meat anyway we could definitely do this.

K: It's hard to break things up into smaller categories, but our advisor wants us to have smaller modules. What do you believe the biggest key takeaways would be about ecology?

P: As faculty in the same way, the way I do it is just start with foundation and build it up. I start with my foundation of language and epistemology. I think that is what it all comes down to, is our culture is defined by the language.

K: What is the role of the 'okina in the Hawaiian language?

P: The Hawaiian language has 'okina and other things, and both change the meaning of the words. The UH requires the proper use of these when using the Hawaiian language. A lesson would not be just about the 'okina, but those are 'letters' in our language.

C: As recognized by the U.S., Hawai'i has no 'okina, but is it proper to use it?

P: I mean it just comes down to computers not liking the 'okina, even when we fill out federal documents, we can't spell things correctly because the coding will ruin it. Hawai'i with no 'okina is just what they decided. Even in our old newspapers we didn't use the 'okinas, it was a lot, but nowadays we should use it.

C: We recognize that students will not be experts on anything in Hawai'i from our short course, but we want to prepare them as best we can. We want to encourage students to be travelers instead of tourists, do you have any advice on how to achieve this?

P: I think the small steps are the sources and videos to make sure they come from the people directly, we tell our own stories in our own words. Tell people when they travel to stick to smaller groups and be cognizant of the difference between the tourist economy and local economy. This is a very conscious decision, and they need to know that.

C: Would you be willing to share any sources you know are from Hawai'i and are credible in a follow-up email?

P: <https://guides.library.manoa.hawaii.edu/lml/hwst107> is one of the required courses to show you know about something in Hawaiian culture. These are 7 units they use to talk to students about educating them.

C: Thank you so much for your time today, we'll be in touch soon about the final product and invite you to our final presentation, which should be mid-March.

P: Enjoy the rest of the semester, I would love to see the final report.

Appendix G4: Professor Okamura Interview Transcript

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Professor Okamura

Interview Date: 02/16/2021

Interviewer: Kat Himmelberger, Corinne Saucier

Note-taker: James Copeland

[Key: Kat-K, Corinne-C, Professor Okamura-O]

K & C: Intro and IRB statement.

O: The list of readings and videos I sent to you is a list of sources about race, ethnicity and indigeneity in Hawai‘i. The first article [“Theorizing Race in Hawai‘i”] is a very useful review, and I know the author [Jennifer Darrah-Okike]. The second source [“Race and/or Ethnicity in Hawai‘i”] presents my perspective on race and ethnicity because people in Hawai‘i don’t talk about race or racial groups, for example, they don’t talk about Asian Americans. In Hawai‘i, people emphasize cultural differences, not racial differences, among groups. If one says, “Pacific Islanders,” it categorizes together different ethnic groups, such as Native Hawaiians and Samoans. People in the continental U.S. are much more concerned with race than the people of Hawai‘i.

The next book, *Detours: A Decolonial Guide to Hawai‘i*, discusses different places and sites in Hawai‘i of historical significance to Native Hawaiians and others who came here, such as where the plantations were built. The next source, *The Value of Hawai‘i*, is older and includes chapters on different issues, such as the economy, tourism, and the military. The following article, “Asian Settler Colonialism in the U.S. Settler Colony of Hawai‘i,” has resulted in some scholars adopting the concept. Others have noted problems with the term insofar as it includes all Asian American groups, including those with no power over Native Hawaiians. Everyone in Hawai‘i is a settler, except for Native Hawaiians, but not everyone has power over them. The next book, *Local Story*, by John Rosa, is about the Massie-Kahahawai case in which the four white killers of Joe Kahahawai got away with murder because of their race.

The following section includes recent books about Native Hawaiians. The first, *A Nation Rising*, is about the sovereignty movement. Some Native Hawaiians want federal recognition, others want full independence. The next book [*Paradoxes of Hawaiian Sovereignty*] discusses how westerners gained power in Hawai‘i after the arrival of the missionaries. *Unsustainable Empires* is concerned with statehood, which some refer to as the third injustice. The first injustice was the overthrow of the monarchy, the second was annexation, and the third was statehood in 1959. Statehood makes it much more difficult to gain independence for Hawai‘i.

Building Filipino Hawai‘i is about constructing a Filipino American identity and representing Filipino as settlers in Hawai‘i, as they are the largest immigrating group to the islands.

Micronesians are another group that has been coming to Hawai‘i since the 1980s and are subject to tremendous racism, which goes against the idea of Hawai‘i as a multicultural paradise.

Micronesians are subject to dehumanizing racist slurs and jokes that represent them as insects

and leeches. My book, *From Race to Ethnicity*, is about Japanese Americans and includes discussion of the quarter of a century after World War II during which race became less significant as the dominant organizing principle of Hawai‘i and was replaced by ethnicity. As for the videos, the first, *Noho Hewa*, addresses how Native land was lost and is now occupied by resorts, upscale housing, the military, and farms growing GMOs. All of these problems concern Native Hawaiian loss of land. *No Room in Paradise* shows that many different groups of people are among the homeless in Hawai‘i. We have the highest per capita rate in the US of homelessness. The *Massie Affair* is about the Massie-Kahahawai case discussed in John Rosa’s book. *State of Aloha* gives a background of what led up to statehood and contemporary perspectives of it, especially of Native Hawaiians.

C: Thank you for going through your sources with us! You have no idea how helpful your sources list is for us. We’re actually planning to interview some of the other professors whose work you’ve cited. By sharing this list with us, it’s corroborating that the sources we will use to create this course will be authentic. We want the course to be all encompassing; we want to work more conversation about race and ethnicity into the course. If you could pick a few things that students need to take away from a course, what would you recommend?

O: As I mentioned, be cognizant of the sovereignty movement. Not all support it, but many Native Hawaiians want their indigenous rights and claims recognized by the US government. From a colonialism perspective, Native Hawaiians have indigenous rights because they were here first. In a course about Hawai‘i, their indigenous status has to be highlighted and that Native Hawaiians have a very different political and legal status from other people whose ancestors immigrated here.

K: We read in your bio that you grew up in California. How did it influence you to choose this? career path? What got you interested in ethnic studies, specifically of Hawai‘i?

O: I lived on Maui until I was fifteen when we moved to Cupertino, California before it became part of Silicon Valley. I went to college in California, grad school in London, and got a PhD in social anthropology from the University of London. Most doctoral students in my department went to West Africa for their field work. I wanted to come back to Hawai‘i to work at the university, so that’s why I decided to do my field research here with Filipino immigrants. That’s my background in terms of my training in anthropology, and over time I shifted to ethnicity and researching ethnic inequality. Hawai‘i is an unequal society because we are heavily dependent on tourism, and the pandemic has showed this to be the case. We will have a \$1.4 billion deficit for the next four years, and the collapse of tourism has devastated the rest of the economy as well. It means less money for public schools and other services paid with tax revenues.

J: How should students approach all the identities and the subject of identity in Hawai‘i?

O: Native Hawaiians use the term “Kanaka Maoli” for their identity, which literally means the real or true people of Hawai‘i. This is the identity the sovereignty movement asserts for them, which says that we have not assimilated like everyone else has, as evident in their use of English. Assertion of their Native identity is a major aspect of the sovereignty movement. Hawaiian

concepts and terms are used in specific ways, and this is how to teach both Hawaiians and non-Hawaiians about them.

C: We interviewed Professor Rosa and Zita Cup Choy. They both mentioned Native Hawaiian people having been very intelligent, citing the fishponds and other technology they developed. Is there anything you'd like to add while on the topic of technology and knowledge?

O: After Westerners came in 1778, the population dropped hugely. Estimates of the precontact population are as high as one million, although 660,000 is the more recent estimate. After the missionaries arrived in 1820, they conducted the first survey of the population in 1830, and more surveys were done in the nineteenth century, which showed rapidly declining numbers of Native Hawaiians. The first US census found the Native Hawaiian population at less than 40,000. This brings out how the population was decimated by Western diseases and highlights the tragedy of the colonization of Hawai'i. It also demonstrates the intelligence and resourcefulness of Native Hawaiians to support such a large population through fishponds and taro fields.

The first estimate of the Hawaiian population was 400,000 by one of Captain Cook's officers but Cook and his crew never went inland to see the fertile valleys where taro was grown because water was abundant. They stayed near the shore and sailed along the leeward coasts of the islands, which are less populated because they are drier than the windward side. This means that the population was much higher than initially estimated.

C: Do you have any suggestions for the activities we are building, and how to make sure we're remaining culturally sensitive and respectful to Native Hawaiian culture?

O: Balmy weather, sun shining, and smiling people make it easy to fall into the allure of Hawai'i. One thing you can look at is an article in the *New York Times* in 2019 with the title, "Want to Be Less Racist? Move to Hawai'i." It referenced a study at UH Manoa of students from the continental U.S. which found that after four years they claimed to be less racist. Racism isn't simply in the minds of people; it is deeply embedded and structured in our society and thus very difficult to eliminate. To learn about how Hawai'i, have an open mind and ask questions rather than make assumptions.

I just thought of something you could introduce in the course since your university is in Massachusetts. You could discuss the New England missionaries and the sailors on the whaling ships from Massachusetts that used to port in Hawai'i for forty years or so after the missionaries arrived because both missionaries and whalers had huge impacts on Hawai'i.

C: I think that wraps up all our questions. Thank you for taking the time out of your day to meet with us and share your knowledge. We're happy to share a copy of our results with you and invite you to our final presentation, which will be mid-March. Thank you again, this interview and the sources list you provided is super helpful. Have a good afternoon!

Appendix G5: Zita Cup Choy Interview Transcript

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Zita Cup Choy

Interview Date: 02/16/2021

Interviewer(s)- Corinne Saucier, Kat Himmelberger

Note-taker- Taylor Nowak

[Key: Corinne-C, Kat-K, Zita-Z]

C: Thank you for agreeing to meet with us today. I will first present some background about the project, details about the project. We are currently working on a project for the WPI project center. IRB statement.

Z: That part would be wonderful. Then I can take a look and I can share if there was anything I forgot.

C: We want to make sure everything we are stating is accurate and correct. First question, can you give us a bit of background on yourself and about your position at the Iolani Palace?

Z: I am the Iolani Palace historian. I did not grow up here. I have always been interested in history and architecture. The Friends of Iolani Palace reached out to Hawaiian Civic Clubs to see who would be willing to be trained as a docent. I thought that would be fun, so in 1977 I signed up and then in 1978 the palace opened for tours. I was a volunteer docent until 2003. We were not given a script but had to develop our own based on an outline. We were given lists of events, so I got to pick events that I wanted to talk about. I then started doing research in microfilmed newspapers and have kept that up ever since. Because of my experience and research, I taught the docent training classes starting in 2003. Because I have been here ever since the palace opened and I am the staff member with the longest experience. I am the go-to person for information. I'm just the historian now, no longer doing docent training, though I am still involved in docent training, answering questions for folks like you and general questions. There are always interesting questions. Like when I had a question about an element on a helmet. I really like to research. Questions from folks like you, visitors, volunteers, through the website. Every question gives me the opportunity to research more and build the information for future generations of staff of the palace.

C: I can tell you share a culture of learning.

Z: I volunteer at the governor's home; I became a researcher for the territorial period there. That's been a lot of fun.

K: You alluded to this in the territorial period; our second question is through our research, we found that the Iolani Palace was built in 1882 and has been a National Historic Landmark since 1962. Can you speak a bit about its historical significance throughout this period?

Z: After overthrown, the palace became the government building. From 1893 to 1969 the governor, secretary, and lieutenant governor, had offices in the building. The house met in the throne room. It was the capitol building. Because of Hawai'i's location, a lot of dignitaries

traveled through the Pacific. Marquis-Marconi and his wife visited in 1892. A lot of folks have passed through here like that.

C: We looked through a bit of the history of when it served as an actual palace. On your website, we identified the vision statement of the palace: “Iolani Palace is a living restoration of a proud Hawaiian national identity and is recognized as the spiritual and physical multicultural epicenter of Hawai‘i, representing the thriving dignity of the unique people of Hawai‘i.” Can you talk about how you accomplish that, and how we too can be mindful of such important measures?

Z: The way to accomplish it is by looking at who visited the palace, who entertained there.

Because of traditional Hawaiian practices. There was a different dynamic of the people who lived and worked here. No servants, only staff, in some instances, Kalakaua school classmates. Hawai‘i is multicultural with multiple languages: English and Hawaiian. Telling the stories from the viewpoints from the perspective of people who lived with the royals is important. The Asian exclusion acts in the US existed to prevent immigration, but Hawai‘i welcomed them. Telling those stories, we are able to address those viewpoints. Our mission statement says “celebrate.” Part of the story is the overthrow of the monarchy which we don’t celebrate but must touch on.

Telephones were so popular here; we had more phones per person than any other city of this size.

C: I had no idea about that advancement. We had talked to a University of Hawai‘i professor, he noted how a desire for education and knowledge was a well-known and celebrated part of Hawai‘i’s history.

Z: It was called a “kingdom of education” before the 1840 constitution, and there was an 80% adult literacy rate. Many residents were bi-lingual or spoke multiple languages.

K: Our preparatory course aims to cover the four broad subjects of history, arts and culture, ecology and geography, and socioeconomics. Are there any areas of information that you believe would not get captured in these broad categories? If so, what are we missing?

Z: Definitely the monarchy period, talk about literacy, education, and advancement. Professor Jon Osorio is also very cool. Hawaiians were really smart; they saw something happening in taro fields and were able to come up with solutions. This is a takeaway I would love students to have. They were really scientific; you have to take care of your environment. Current fishing rules are based on traditional cultural practices. That is one important takeaway, how educationally and technologically advanced we were, and how involved in the community we were. A lot of good research is coming out, now from the Hawaiian perspective. I would like to challenge you guys to look at the constitutions and the change in voting rights. Voting rights were limited to adult male citizens in the 1840s, and they had to be literate. For Hawaiians in 1864, one problem was income and property, many people were working on barter systems. In 1887, citizenship was dropped as a voting requirement and just residents were allowed to vote. Many petitions were sent during this time, that this isn’t fair to the Asian community because they weren’t testing in Chinese or Japanese.

C: That is what we talked about with Dr. Rosa; a mix of identities and cultures. Dr. Rosa shared his personal background and identity. One thing we want to educate on is the celebration of a mix of ethnicities.

Z: As I told a group in art museum education, a BIPOC group. Hawai‘i has, in 75% indigenous people and people of color, and only 1.5% African American. Question’s people ask are where you went to school, where you grew up, answers to both reveal your socioeconomic background, and who your family is. It gives people an idea of who you are. I usually get asked about Cup Choy as my last name. Hawai‘i is still a really small town, a lot of connections (think networking) can be made due to where you went to school and who your family is, who your classmates are, for the same alma mater. I think it would be important for students to know about that. There have been complaints about people not hiring because of not having local references. Anytime you and where you are interviewing, if someone has connections to the local community, they’re more likely to hire them.

C: I am also from a smaller state so I also can relate.

K: Your comment about identity is important in Hawai‘i. We thought of doing 4 broad domains and that's it. Would you say that we are missing anything?

Z: I think you hit on it, the multicultural aspects of Hawai‘i. This annoyed my mom who is from Kansas. People’s ethnic backgrounds are extremely important. A lot of different ethnic groups have festivals and fundraisers for their society. Chinese New Year, that type of thing. Due to Covid, they stopped, but food is also a large part of it. The cultural mix and the mix of food here is also important. Within my neighborhood I have a mix of everything. It's a wonderful way of looking at the groups of people. That’s an important part of the community.

C: We have definitely gone over time now; we apologize if we’ve held you up from anything else you have to do! I want to thank you, it's one thing to do research and another thing to talk about someone with those experiences and educate us on those. Our goal for this project is for the future Hawai‘i Project Center students to be travelers, not tourists, and to create a course based on authentic sources and information from experts, like yourself.

Z: We really appreciate that. Another interesting topic to include is Martial law, December 7th, 1941. You could be arrested and not told why. This could be a topic for someone interested in civil rights or military history.

C: Thank you again for taking time out of your day to help us out, we’re very appreciative of the advice and information you’ve shared with us. We’ll try to show a true picture of the islands of Hawai‘i in an authentic and credible manner.

Z: Thank you for making that distinction between being of Hawaiian blood and just living there, on the islands of Hawai‘i. Good luck on the rest of your project and keep me updated.

C: Thank you again, we’ll be in touch with you come mid-March.

Appendix G6: Professor Aoudé Interview Transcript

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Dr. Aoudé

Interview Date: 02/18/2021

Interviewer: Corinne Saucier

Note-taker: James Copeland

[Key: Corinne-C, Dr. Aoudé-A]

C: Introduction and IRB statement.

A: We are all students of social studies and history.

C: We are not the most equipped to talk about all this stuff, so we are going to try to get some input from experts, like you, before we begin designing a course about Hawai‘i. What got you interested in studying and teaching about the social struggles of the Hawaiian people?

A: I am Palestinian, and because I am indigenous, I know about indigeneity. My family had to leave Palestine for Lebanon because of the establishment of the state of Israel in Palestine. so, I grew up in Lebanon. I came to the U.S. to get an education: first stop, Chicago. I went to Hawai‘i because my brother was here. When I saw what was happening on the islands with indigeneity and land evictions, I became interested in the struggles and chose to learn more about those issues. After receiving my B.A. in Business from the University of Hawai‘i, I went to California for graduate studies and there I received my MBA. I returned to Hawai‘i and enrolled in the Ph. D. Program at the political science department. I knew with whom I would be working. I studied political development and started working in ethnic studies as a TA. After graduating, I started teaching ethnic studies courses, part time, and eventually I was hired as a full-time Associate Professor.

C: Could you speak to the fact that some students taking courses about Hawai‘i are not knowledgeable about its history? In your opinion, what are some comments on key takeaways?

A: Well, I think this is due to a number of things. One, it is important to know the history of Hawai‘i from the point of view of the indigenous. Ethnic Studies was established through the efforts of community people and university students and faculty to make sure that was being done. The motto was “our history, our way.” Previous to that, many writers who were not indigenous were explaining history from a Western point of view and that was not accurate for the most part. We started explaining history from indigenous perspectives. A good example of a book written about Hawai‘i from a Western point of view is Lawrence H. Fuch’s *Hawaii Pono, A Social History*. If you compare that book with articles and books from a Native Hawaiian perspective, you could easily see the difference in approach and conclusions. I could send some sources that we use if you would like?

C: Of course, thank you so much.

A: *A Nation Rising* (2014), for instance, tells you something about what has been going on. A colleague of mine and I co-authored an article for that volume about Ethnic Studies in Hawai‘i. The book, *The Value of Hawai‘i*, volumes 1 & 2, volume 1 is my favorite as it talks about the

environment, agriculture, evictions, all of that. Another would be, a volume of a journal I guest edited, titled *The Ethnic Studies Story: Politics and Social Movements in Hawai‘i*. It is a story of Hawai‘i’s people, written from a critical perspective of Western narratives. There are other books that speak to more recent history, one of which is a classic by Nole Kent, called *Hawai‘i Islands Under the Influence* (1983, 1990). This is a classic, it gives a view of Hawai‘i from a working-class perspective and shows the role of the United States in Hawai‘i and the Pacific. I can send you a syllabus for one of our classes in Hawai‘i. I can also send a list of books and articles.

C: Thank you so much! We have done research, but it is a lot of work to get the right sources and make sure they are credible, so the more the merrier.

A: Another central topic is sovereignty. *A Nation Rising*, and *The Seeds We Planted*, for instance, deal with sovereignty. The second book was written by the head of political science at the UHM. She wrote about her research on charter schools. There is a notion that social sciences and “hard sciences” are separate and have nothing in common, but there are Hawaiian courses centered around the canoe and how to build and sail it. Doing that you learn so much, math, physics, oceanography, etc. There is a need to integrate science, technology, engineering, and math (STEM) and the social sciences, linguistics, and all the rest of it. People who do research on Hawai‘i say that in terms of future problems, which, in fact, are with us now, that it would be critical to look at indigenous knowledge for solutions to many of those problems to guide us to a better future. When I teach about the Pacific Basin, I emphasize indigenous knowledge that looks to the past to guide us to a better future. Indigenous wisdom is important for the future of the Earth if not the universe. These are things that students need to be introduced to. Local and non-local students went through high school, and all they know is that tourism is very good and that it has no drawbacks at all. They also learn about American Exceptionalism, which is a myth if one learns that historical laws for the US are somehow different from those that apply to other countries. We have our work cut out for us to counter such ideas and myths, even here in Hawai‘i.

C: You touched on this a little bit, but you are interested in homelessness and housing, could you comment on the relationships of housing, homelessness, tourism, and the economy?

A: Yes, by the way I have a TV show that I produce and host four times a semester. It started in 2001. I did a number of programs on housing, indigenous struggles, also about Mauna Kea (the thirty-meter telescope—TMT). If you are interested in videos, check those videos out. Most of them are on YouTube, the program is called Island Connections, or go to the UH ethnic studies page to get to the videos. You can get the entire archive, anything in blue you can click on and watch. I invite people who are engaged in the struggles and that is what makes the show so useful and important. Maybe this can be one resource you want to consider. When you have tourism, drugs and gambling come with it. This is socially devastating for the community. When public policy promotes the highest and best use of land, you would be, in fact, promoting the building of hotels. What happens then is land evictions. You would evict farmers to build hotels and high-rises. Consequently, you would have high rents, homelessness, tourism (to the tune of

11 million tourists in 2019). We have been engaged in this since the beginning of the 1960s and 1970s. Ethnic Studies had a huge support from the community in struggling against land evictions. Before COVID-19, bed & breakfast businesses wreaked havoc in the rental market. Rather than renting homes to local residents, B&B businesses rent their homes to tourists for so much more than they would if they rent for local residents. I live on the windward side of the island, there are so many houses advertising for bed & breakfast. About a year or so ago the City and State administrations cracked down on that business through new legislation and enforced those laws so that now those businesses cannot operate without a license. Many are not even owned by local residents. Now those operators are trying to sell their homes, as they are no longer as lucrative to own and use for B&B as before. Now real estate values are spiking globally. I was on a call with Australia a few days ago, even there, property values are going up. You can't invest in normal things thanks to Covid, so the housing market is climbing. The other thing is the relationship between real estate and being self-sufficient. There is a debate if we could/should go back to a pre-Covid business tourism environment or we should be serious about becoming self-sufficient in food staples to the extent possible.

C: Yes, we heard a lot about different fishing and taro root farms, but we never really thought about that until we started talking to experts.

A: A few things you said triggered things in my mind. Hawaiians had high technology for their time. Fishponds utilized high technology. Water to irrigate the fields had to be at a certain temperature. The Hawaiians figured that out and had been able to irrigate their crops. The other thing is the following. Before Captain Cook writers described the social system in Hawai'i as a chiefly system with a totem pole stratification and such. but what people might not realize is that when the first Hawaiians made landfall, there was no such system, they had to establish it themselves. They created a system that allowed them to not only live, but thrive. The system emerged out of necessity, and it developed over time. It was not there when the Hawaiians first made landfall. It is important for students to recognize it is material conditions of life that control how we live our lives. David Stannard wrote *Before the Horror* in which he poked holes in the arguments of writers who estimated the population of Hawai'i before Captain Cook to be about 250,000. He argued that the population was at least 800,000 then. There is a difference, therefore, between the white capitalist thinking versus someone who understands indigenous culture and is familiar with the history of Hawai'i.

C: One last question is that you have had students born and raised in Hawai'i, and they unfortunately learned very little about Hawai'i. One tagline for our project is "travelers, not tourists," do you have any suggestions for ways that we can accomplish this?

A: Yes, I'm glad that you realize that one can't learn everything about Hawai'i in one course. I tell students that my course, for instance, gives you a handle on the topic so you can build on that knowledge and learn more about Hawai'i in the future. Be respectful of the environment and other people's history. One problem we notice is that some people from the continental United States say they are confronted with racism after they arrive here. Give the students certain information and lectures, even a video or whatever before they start the course. That would help

them become open-minded. A long time ago, I was teaching an American Politics course, and an interesting thing happened a few years later on. Once I was walking on campus and there, I saw this guy running down the stairs to say hello to me. He said that he had taken my American Politics course and that whenever I criticized the U.S.: “America this” and “America that,” he was fired up. But now he just ran down the steps because he wanted to thank me for teaching him and opening his mind. You will encounter different people all the time. Make sure they respect the environment, and that they are open minded. Give the students an orientation before they leave, assuming they can come to Hawai‘i. It is said that you can take a horse to water, but you can't make it drink. That is what you do, bring the students to the water. We have a center for Civic Engagement in Hawai‘i and the Director, Ulla Hasager, is also an ethnic studies instructor. She is from Denmark and an authority on Hawai‘i. She has a wealth of information about Service-Learning projects such as fishponds, labor unions, public housing. She could be someone to connect with at some point.

C: Thank you so much for meeting with us today and providing our team with great insight and knowledge, we really appreciate it.

Appendix G7: Kapalikūokalani Maile Interview Transcript

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Kapalikūokalani Maile

Interview Date: 02/23/2021

Interviewer: Corinne Saucier, Kat Himmelberger

Note-taker: James Copeland

[Key: Corinne-C, Kat-K, Kapalikūokalani Maile-M]

M: So just to start off, my name is pronounced Kapaliku.

C: Oh great, we appreciate you telling us how to pronounce your name! Introduction and IRB statement.

M: I think within the education team we don't always have a chance at the Bishop Museum to interact with college-aged students often. We look at these as experiences to interact with students as we hold collections of things from all around the area and a lot of the time you have to come here in-person to really understand it. But we were very excited to receive your email.

C: Our advisor is excited to work with you in the future and maybe that's perfect for what a lot of our students are doing.

M: I'm glad to hear that. I think that's really excellent, and we are looking to get many more visitors once the pandemic is over, as how small are, we luckily didn't get hit by Covid too hard. We often do projects with STEAM learning; we are currently interacting with high school students and they get about 2 months of internship where they build skills and get to interact. While that is not what really you were looking for, we could be a conduit for projects.

C: So, speaking of the museum, what is your position at the museum?

M: The museum has been here for ~130 years and a lot of people have come through and had experiences. But first, to challenge you, do you know the full name of the museum?

C: I remember reading it on the website, but I can't exactly remember right now.

M: It is the Bernice Pauahi Bishop Museum, it is named after Charles Bishop's deceased wife. She was granddaughter to Kamehameha the First. She is sometimes labeled a princess, I'm not too sure if she is or is not due to the semantics of royalty, but she had cousins and aunts that were certainly princesses. Ali'i is the Hawaiian word for chief and they are the chiefs because they are descendants of Gods. She and Charles had a long healthy life. At the end of her life, she inherited about 10% of the land of Hawai'i. So before she passed, she was very wealthy, but she had no children. Her will stated an estate was to be made to support education of Hawaiian children and they made the Kamehameha schools. One of the largest private estates in the state, if not the country. The trust is about \$11 billion. This happened so that the education of children would go on. "Pua" is the Hawaiian term for a flower. A lot of the children that go to that school are called the flowers of Hawai'i. Its history is very story like, with a beginning, conflict rising action, a climax and it is currently in the resolution, maybe. The school came together to help educate the kingdom of Hawai'i. The museum started with things that belonged to the family. Fast forward a few years. My connection began as a child. My earliest memories are the dinosaurs and seeing a

giant T-rex. There's also a life size sperm whale model. When you are young, you remember big things, as you get older you learn about the importance of the collections. I was homeschooled so I didn't do any field trips, but I was interested in learning about my community. After I graduated high school in 2007, my father and I went to find something to do. We looked for carving and other native Hawaiian activities and we found a group that met at the museum and I got to appreciate the culture from a maker's perspective. While at U of H at Honolulu, I was getting an anthropology degree, I interned here for 3 years in the ethnic section of the museum. I got to learn the history and stories and the department itself. I learned about the cultures' care and how they kept it, but I also experienced the depth and seeing changes and evolution. In 2011 I stopped interning and went to grad school at UH Mānoa. While I didn't work here anymore, I still had an unofficial relationship with them, "once you start working at a museum you never really leave, it's like a second home". In 2015, I was hired on as an educator. What that entails are helping on the floor, dealing with school groups, telling people where the bathrooms are, all that stuff. This year makes 6 years, most recently I was a Culture Content Coordinator. Now, as Education Programs Manager, I help to oversee both the Culture Education and Science Education teams. In terms of my connection, it is a direct connection as an intern and staff, a community because I grew up here. It's all layers, not like an onion that peels away, but it is all meshed together in. My team is very dedicated to all you can imagine, but it is a small team of folks making everything in the public view. Bishop Museum happens to keep and preserve things.

K: The next question we have is that a key purpose is to serve and represent the interests of the native Hawaiians, we, our group, are all from New England, so we know a lot of the whitewashed history, what are some recommendations on how to teach a course that is authentic and culturally sensitive?

M: Even the generation I'm in has inherited umm, actually. You may have seen the Hawaiian Renaissance, which is bringing back Native Hawaiian rights and practices that were lesser since the 1800s. In my grandparents' time people spoke both Hawaiian and English. At one point Hawaiian was banned in the educational system. The ban on Hawaiian language in classrooms no longer exists, but the prevailing idea that Hawaiian culture doesn't really give you a job or place to live is still something we contest to this day. It no longer exists, but the ideas still exist as the Hawaiian culture doesn't really give you a job or a place to live. Elders will talk to me about this, an English teacher was confused as to why me and my cousin were leaning towards Hawaiian studies. In terms of how the Bishop Museum represents the community is varied. The Native Hawaiian community term is a bit monolithic. It depends on how long and other things. Education is very important when it comes to Hawaiian language. Newspapers, as in terms of language, even the Hawaiian have seen a resurgence as it was not used due to colonial and racist policies. The publications were all in Hawaiian and even though this wasn't written down, the fact of the matter is that 80-90% of the kingdom was literate. During Kamehameha the 3rd, he declared "my kingdom will be a kingdom of learning".

In the modern time, we have connections to the past through videos and other modern collections. We have received a lot of things without records, and we don't have all the

documentation on everything. A lot of things have a clear record, but it's not A+++. This is a place where knowledge can be shared, but it's not necessarily where it is from. This started as a promise to Bishop's wife to keep these things safe, but it is also a school. Events connect and storytelling shows that in the way they are told. The Museum has that as a role to play in this as a steward. The Museum has a responsibility to equip the public the tools of the past to build from the past into the future. If we can help someone make a productive change in the community, then we have done our job. A lot of what we do is present info that may be known, but the connection is not there, and they can apply it to their own lives. For example, take a stone tool versus a metal tool. You need a few more things to make a metal tool. For adult visitors, we become the first way they see the culture. When people visit Hawai'i, they get the culture from the people they see here. The Polynesian Cultural Center on Oahu, which is great, educates but has a priority of giving those learning a good time. We also like to have a good time, but we mainly teach history to benefit the community. In the last 2-3 years we have seen an uptick in Hawaiian language charter schools. In the past, we did not have so much opportunity as we could not staff. We have now seen the Hawaiian language being taught from preschool up. This celebrates the culture and it's nice to know they will have great fluency in the language, better than my own. It is important that they see it as a community center, and it is nice when the child repeats a word and knows what it means. It's nice to see all the kids running around speaking Hawaiian. Here at the museum, we access history by showing a proximity and a practice. We show gratitude about the process and I think that sets us apart. Primarily, we are a steward of knowledge as we have so many teams who don't have direct access, but when they work on the virtual access, they are helping. Even without Covid, we want to go online, community outreach is a big deal. Creating access to the community makes us both happier as we serve the community. Increasing our range can serve a larger community. Cultural collections have a staff of 2-3 right now and this is all about ways to help the community.

C: So, because students will take this course before they go to Hawai'i, so what do you think would be the main takeaways of Hawaiian culture?

M: So, I would say that it's very difficult to reduce this answer, but some key ideas are language. With language you have a perspective of your world view. That "Aloha spirit" is relatively modern, and came with colonization and tourism. What is Aloha? It's a plurality and can be used in many contexts. It can be joy, sorrow, love. "Some are moving away from Aloha spirit, as that used to be give, give, give but the community fully gave back, but the community changed as in a lot has been taken from the community and not much has been given back." Explore modern conflicts, the folks on Hawai'i island to Mauna Kea the idea is that it is an example of bad management, one connection to make is that in Hawai'i the political consequences of the overthrow and annexation resulted in political control you don't see in other places in Polynesia. For example, in New Zealand, there are legal things between the Natives and the crown. In Hawai'i there was no legal acquisition, it was an overthrow. One thing they were doing before the overthrow was making it harder for the Natives to have power. Make connections between the past and modern events. It is really significant as it can show you what the influence all the

different people had on Hawai‘i. “So, as for recent history, the Aloha spirit is not so right. We say aloha aku aloha mai. Give aloha and aloha comes back. It's a two-way street.” In the past there were ways to do that where everyone enjoyed each other. “Aloha was weaponized against native Hawaiians by the tourism industry,” which became a pillar for the state. One more thing, there is another phrase “ma ka hana ka ‘ike.” If you can build a house, you build a house. If you say you can fish, you have fished. If you live on an island you have to be self-sufficient. In Hawai‘i we have taro, it grows everywhere. Our ancestors were able to adopt certain ones that could grow in brackish water or with little water. If you were to work with an organization that takes care of a taro patch, to do that agriculture is to connect to how it was done 400-500 years ago, as that is how it has always been done. It connects you to a sense of responsibility, as we are all responsible for taking care of this community. They are using Hawai‘i perspectives on a lot, service learning is a big deal. In service, you benefit, and the community does as well. It's a very Hawaiian sense of finding your place in a community, it shows humility.

C: We will certainly look into that. That is a great idea to maybe work in a component of service learning or at least talking to the organizations.

M: I will link a doc in the chat. It is a worksheet for language and proverbs. These were recorded by ulukau.org as a digital library and it's a full book. This is all free and you can download them. Good books, great article. Not the most current, but there is a reference book of traditional knowledge. I do have some sources that are not too easy to find. We can pass them on to you folks if you'd like.

C: We have been trying to find good sources so that is great, thank you! It is nice to get sources from you because we can make sure to give the students the best info.

Thank you so much that was above and beyond.

M: I'll leave you with one more thought. There is this other resource that helps learners know how to learn. “The eyes are looking, the ears are listening, the mouth is closed, and the hands are moving. You watch it, hear it, and try it, and then you ask questions.” Then the knowledge increases as you are in a position to really learn. "Here's knowledge, now go use it. Practice it." I appreciate the interest and I hope this is a great tool to the future students. Knowledge should give you the ability to not only go do something but do something practical. Thank you for allowing me to give you some knowledge.

Appendix H: Sponsor Interview Transcripts

Appendix H1: Sponsor Interview 1- Course Format

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Professor Lauren Mathews

Interview Date: 02/22/2021

Interviewers: Taylor Nowak, Kat Himmelberger, James Copeland

Note-taker: Corinne Saucier

[Key: James-**J**, Taylor-**T**, Kat-**K**, Professor Lauren Mathews-**M**]

J: Hi Professor Mathews, thank you for being able to meet with us! Before we drive in, I'll read the IRB. We wanted to meet with you to get some feedback on our tentative course design. We've interviewed all the Pre-PQP instructors we intended to and have grouped the course structures based on the information from the interviews and syllabi that were shared with us. After this, we took what we believed were the strongest parts of each and combined it to create our idea. Our idea would be a for-credit, 1/2 unit class that meets in-person for two hours per week. The first hour would be more structured and led by the instructor on a specific topic of the week, for example, history of Hawai'i, or the culture of Hawai'i, then the second hour of the class would be student-led, where the students would be working in groups of four to come up with an interactive activity about the topic of the week. For the professor or advisor-led portion, we'd like to come up with a "Chinese menu" with ideas. So, the "main course" would be the main topic, like culture of Hawai'i, then the "side options" are specific examples within the topic to choose from, so there's flexibility. We like this structure because there's an hour of formal instruction, but also a student-led portion, which allows for creativity from both the students and professor. Past Pre-PQP students also mentioned that they enjoy the student-led component.

M: If it's two hours a week of meetings, and it's twenty-four students who work in teams of four, then each week there are six teams who need assignments. We cannot have more than one assignment a week. So, the "Chinese menu" metaphor is great, but it may be worth it to make it a little bit tighter.

T: Through our interviews, we had a few main ideas of course designs. James shared our idea, but I just wanted to share my screen to show the other options, from which we pulled the ideas. A is more traditional, instructor-led. B is more student-led, where students run the activities. C is essentially just film-based, where they watch the film and discuss. So, our idea pulls from a combination of these. We also really believe the class should be for-credit.

M: I like that, because doing the same thing for two hours can be awful.

T: Some groups do this, and we think the student-led part helps with engagement.

M: This happens before PQP even starts, so you don't know anybody at all. It's a bit different, so reducing pressure is great. I like the idea of having student-led activities, similar to this term with our "Hawai'i Culture Nights," but maybe with a bit more structure.

T: We were thinking of having a weekly theme where students would need to focus their activity to that week.

M: I like that. So, each week would have a blurb to give them an idea of where to go and what to do. They are going to need some structure, because students will need to do more than just a PowerPoint. We have done enough of those, and we want more engagement. So, what would the second hour be?

T: It would be more structured and instructor-led.

M: So that would be instructor-led, and the other hour would be student-led with some predefined structure. That could work, is that definitely where you're leaning?

K: This is definitely where we are leaning. It has the flexibility, which is nice, but also has a structured component to ensure they learn the materials they need to be based upon our research and interviews.

M: So, the expectation is that the week that you are not leading a group, you have about 3 hours of work expected of you that week. When you are leading a group, that would add a couple hours of homework right?

T: Yes.

M: Okay, that's reasonable. You can even go up from that a bit. With our accreditation there's an expectation of how long you spend on a class. For a $\frac{1}{3}$ class it's about 17 hours, so for $\frac{1}{6}$ it would be about 8 hours. So, you can aim for that. I know reasonably, it will be less than that, but you are welcome to do a bit more than what you're currently expecting of them. You don't have to do it, though. Looking at the course designs, I think the film-based course is not realistic.

Maybe longer films could be recommended over the summer, but not really for the course itself.

T: We were also thinking about summer reading, we were recommended a book called *Detours: A Decolonial Guide*.

M: That sounds great. Send me the information and I can see if I can let you look it over.

K: We do have some worry about summer work separating students by over/under achievers.

M: Yes, that can definitely happen, and it can be misleading. Is the meeting once per week what you are leaning towards, is that what everyone does?

T: Mostly yes. The only one that didn't was Australia, which was more a practicality thing than anything else, and it is not for-credit. We have been sticking towards the once-a-week thing, and credit-bearing. Which is something we wanted to double-check with you about, what are your thoughts on the credit-bearing and required components of the course?

M: I'd like some options that are alternative. There's a chance I will just not be available enough to teach the course. If that's the case I don't want to have nothing. So, if there's something that could be rolled into ID2050 or PQP, but nowhere near as much time. For example, last year we spent some time doing some learning about Hawaiian, which was good but not great. It may be better to do a little something each week. This component shouldn't be more than 30-60 minutes of extra work and can be chatted about in PQP meetings. They would have to do it, because if it's in PQP it's required for them to do it. On the other hand, having that scheduled prep course, while great, might not be possible for me every year. If you have time, I will say create the

traditional course, and then create a smaller component that could be worked into some PQP timing.

T: I think if we focus on the course first, we can look to pull components from it for the smaller course.

M: That sounds great. Do you have a plan for each of the seven classes?

T: Not exactly, but we do plan to have race, ethnicity, and identity be first or one of the first because of how many Professors have talked about it.

M: That makes sense. I will say, it's important for students to understand the colonization of the islands, and how immigration and such takes place in the island. If it works out better to have six classes, and the last one be a different format, that is totally fine as well.

T: I think our last question is about what our final deliverable should be. We were thinking about doing a virtual binder within a Google Doc, which would have syllabus, activity plans, resource lists, etc. all in a drive.

M: That sounds great, and I would put them into appendices in your report, because they are the majority of your work. As a sponsor, I would have a course folder, and a different section for each work. Each week, there should be learning outcomes in a separate document that outlines what you are intending to cover that week and why (one for instructor-led, and one for student-led). To the extent that you can make those outward-facing documents, that would be my preference. It would be about 9 documents total; instructor led activities, student led activity document, and syllabus. There could also be a list of extra materials. If you don't want to be overly detailed: we have this idea for this lesson, and here are options for materials you can assign to accomplish this lesson. Also, if there's some way you can build into the course a pattern to switch teams and get to know one another, that would be great. Obviously, their activity would be done once with one team, but with other lessons if there's a way to have them interact with others, that would be great. The first day tends to be more instructor-led, so build that into your model.

T: I think having the first day is not student-led is a great idea and works well for us given how many subjects we had.

M: Would you like for me to send you some of my syllabi, so you know how I like them structured?

T: That would be great. I think that's all for our meeting; thank you for meeting with us!

Appendix H2: Sponsor Interview 1- Drafted Lesson Plans

Transcript is from short-script notes; Sentences may not be verbatim

Interviewee: Professor Lauren Mathews

Interview Date: 03/08/2021

Interviewers: James, Taylor, and Corinne

Note-taker: Kat

[Key: Corinne-C, Taylor-T, James-J, Professor Lauren Mathews-M]

C: Thanks for meeting with us about this! We shared a draft with you beforehand.

M: I saw it, but not in a ton of depth yet. What's the light gray mean?

T: It's kind of similar to the yellow highlight; it's just an idea we have but not a fully formed thought. We had three main points to ask about. The first is about assessments; do you have any assessments you'd like to see in the course? That's the biggest gap we have currently in our lesson plans. One assessment we do have is a final reflection paper at the end of the course.

M: I love the idea of a reflection, maybe instead of one at the end, do a smaller one per topic, like one page maximum.

T: We like that idea.

M: The reflection paper won't really reflect on content, more as to how your thinking has changed, but that's exactly what we want out of this course. A lot of my colleagues have done reflection papers, I haven't because it isn't really relevant to biology, which I teach, but I don't know how to frame the assignment, so it doesn't turn into a bunch of nonsense. It'll be a learning process for me. Maybe one of the things you can do is some research on common pitfalls of reflection exercises and how to structure assignments, so you get it. So, giving me some advice that'll help make the reflections useful. I'd also like there to be a little more content, it's currently too easy for students to not do the assignment and to hide. I usually write out some critical discussion and thoughtful questions that they need to fill out to make sure that I can make sure students are accountable for doing the prep work. I also don't need to read them in depth to know students have done their work. You have to do your work, and this method forces students to do the out-of-class work.

C: Do you have a length for the discussion question responses?

M: It varies from student-to-student; some students can have a concise, four or five sentence summaries. Others write a few paragraphs. For your class, I'd aim for a page per class. Also, I like the idea you presented of having the students break off into groups to talk about it, and then the larger class discussion. It reinforces what the students learn and makes them more comfortable talking in front of the whole class.

T: Yeah, that's similar to the format of one of my history classes.

M: There are some people that are only willing to talk unless they are 100% what they are saying doesn't sound stupid. It's common with introverts, like myself.

C: After students have led their student module, we put together a questionnaire for students to fill out. Do you like this idea or have any feedback for the questions we should ask?

M: Sounds like a typical self-assessment, it sounds smart. Ask them to evaluate the students they worked with; it'll be confidential but not anonymous. In my experience, if students know that this may affect their grade, they start using it as a game; some peers pressure each other to share the confidential information, which makes students dishonest. Just giving this as an example because it could backfire. If it's formative, that's fine, but be cautious if it's summative. I think asking people to comment on each reflection, just a few sentences about how your participation went, any conflicts, etc. It's hard to assess that. If you can create a survey that focuses on team and partner assessment that is only visible to me, that may be a solution.

C: That sounds good, thank you.

T: We had one more question relating to assessment. We didn't want to use PowerPoint after PowerPoint or else it could get boring. For the different activities we've come up with, do you want a specific guideline detailing the activities?

M: I don't think you need to be creating weekly handouts at this point, I can figure out what goes to the students. Sometimes I would prefer to just talk through what they need to learn instead of giving a handout. The only thing that might help me is having separate documents for the weeks.

T: We've done that, we just sent you a draft showing all of them to make it easier.

C: We added PDFs and such assignments into a folder that we'll share with you.

M: Please share the information of any videos you plan to use in case the hyperlink ever stops working, too.

T: We will. Of the lesson plans we have so far, week two is the one we're struggling the most to make. We were wondering if you had any feedback or ideas of what we should put in this week?

M: I think I'll end up separating ecology, environment, and geography into separate topics and they're each so unique in Hawai'i, they each deserve their own attention.

C: We found a video that explains the geological history of the islands and put it as an idea to watch during the potluck, that may be too informal though.

M: Environmental issues are key, and it's critical to know the geological history of the islands and I think students will find it interesting. I also think it's very important for the students to know how environmentally fragile these remote islands are. Maybe keep invasive species and ecology out of week two and focus on the geography and formation of the islands, ongoing volcanic activity, understand the age of the islands, and how the islands shrink once the volcano becomes dormant. I want them to understand that there are many other islands in this chain that we can't get to. Check out the Hawai'i Volcanoes National Park website, maybe they have live webcams of volcanic activity, or educational videos? Other than that, maybe there's a nice segue that talks about the need to be sustainable especially living on a small, remote island. Also, think about how to get rid of things you don't need, like trash, or how to get what you need, like food, or energy. Most islands get their energy by burning oil.

C: We found a thirteen-minute-long video, it's a Ted Talk that explains how the islands are very different from each other, the environments are very different and diverse.

M: It sounds like it's topical, you might have to cut some topics to fit it into one week. I have a few points to share; do you have any other questions before I share?

T: Yes, one last one. For week five, we wanted students to create their own travel guide.

M: I love that idea.

T: We just want to make sure it focuses or circles back to socioeconomics, do you have any suggestions?

M: You don't want to rush them in making the travel guide. Have you got your hands on a travel guide?

C: Yeah, we thought a cool homework assignment would be to compare short sections of a travel guide to a video about homelessness.

M: I think that's great! Just make it very clear that your goal is to make a guide for travelers, not tourists. What if during this week, you all try out the exercise? That way we can check feasibility for the homework. Figuring out something like where are the tourist centers versus where Native Hawaiians live. Maui and Kauai are tourist traps, while Honolulu exists for a different set of people. The students need to understand the difference between a tourist guide versus what to really expect, make sure you make this distinction clear. If you Google "big island of Hawai'i," you'll get a lot of touristy-information.

T: I think that's it for our questions, we're all ears for your feedback!

M: I have a couple of points of specific feedback. For day one, item six, the "Ultimate Crash Course," I'm afraid that the time you've allocated for that isn't enough to find good information about that. I don't think they'll be ready to do this part well, and they'll be spreading and teaching the rest of the class misinformation. The less time you give to find information, the more likely it is to find wrong information. You could make a list of reliable sources, some guidance as where to start. Otherwise, I like the general approach.

C: That makes sense.

M: On week four, the stereotypes of Hawai'i, item four, I think this is a good discussion. I would start with talking about stereotypes about Massachusetts, then where the students are from, and come up with stereotypes about those places, then talk about Hawai'i stereotypes. It'll be more effective this way, they might feel it a little more genuinely if you start off with stereotypes about them. I may feel like I'm not positioned to lead the culture wheel on my own, I might find someone to do it for me.

C: Yeah, it's from the Office of Multicultural affairs. We could reach out to them for you.

M: Week six, activity four, I've worked with students for a while now and know that students try to take the easy way out and will just find a one-sentence news article. I want them to stay away from stereotypical or stereotyped topics, which are really easy to find when you Google "news in Hawai'i," maybe put a limitation on sources that are acceptable. That might get them to find something more substantive to do this activity on. That's all I had about that one. For the last week, week seven, you have the reflection paper and the potluck. I'm going to have to ask you to think about this one a little more, some students might not have a kitchen, or might not have money, so I would like you to come up with some alternatives. Maybe they could settle on picking a recipe that doesn't require cooking and I'll buy the ingredients and we could make it or

assemble it in class. Otherwise, I could just bring in some food or if I find some money, order from a restaurant.

T: Maybe it could just be a discussion about cuisine and food. Zita Cup Choy mentioned how intertwined culture and food are. Just talking about different recipes may get the point across?

M: I love that idea, hopefully unlike this cohort, the students will get to go there. Maybe do an assignment on researching some restaurants they can go to in Hawai'i?

C: There's a really wide mix of restaurants according to Zita Cup Choy, there's a mix of Hawaiian cuisine, Polynesian, Japanese, Thai, authentic and family-run restaurants.

M: The students will know where the location is by then, too, so it should make sense to do this. To modify this and make it less stressful, maybe make it something they don't have to bring food to. Are you planning to do more framework for the student-led portion?

T: Yes, we're planning to work on that soon. We plan on putting some sources for the students to work off of, we just haven't finalized that yet.

M: Just a quick question on timing, we need Professor McIntyre to look at these too, how is that going? How is your timeline?

C: We're planning to send the final draft on or by Thursday to you and all the experts we interviewed. We're also letting the experts know to get feedback in by noon (HST) on Monday.

M: Just send a reminder email a day before its due with the invitation to the final presentation, too. Also, as for the order of projects, it's in project order, your group is going first. Aim to start around 3:10pm. Don't forget to invite friends and family, too!

C: We have I think 13 professionals to reach out to about it.

M: Thankfully, you just have to make one form and send that out to them. Most of them won't come, but they'll look at the report. You've been working hard. I cannot tell you how helpful this will be for next year. I'll see you for your group meeting tomorrow!

Appendix I: Drafted Course Elements

Appendix I1: Instructor-Led and Student-Led Module Theme Organization

| | Instructor-Led | Student-Led |
|--------|---------------------------|--------------------|
| Week 1 | Introduction and Module 1 | ————— N/A ————— |
| Week 2 | Module 2 | Module 1 Theme |
| Week 3 | Module 3 | Module 2 Theme |
| Week 4 | Module 4 | Module 3 Theme |
| Week 5 | Module 5 | Module 4 Theme |
| Week 6 | Module 6 | Module 5 Theme |
| Week 7 | Closing Activity | Module 6 Theme |

Appendix I2: Module-Specific Learning Outcomes

| | Module Theme | Module Learning Outcomes <i>Upon completion of the module, students will:</i> |
|-----------------|--------------------------------------|---|
| Module 1 | Historical Events of Hawai‘i | <ol style="list-style-type: none"> 1. Critically evaluate the major historical events that have shaped Hawai‘i. 2. Analyze the Native perspective on colonization and westernization of Hawai‘i. |
| Module 2 | Environment and Geography of Hawai‘i | <ol style="list-style-type: none"> 1. Examine the geological history and formation of the Hawaiian Islands. 2. Analyze the historic and current relationship between people of Hawai‘i and the environment. |
| Module 3 | Ethnic Studies in Hawai‘i | <ol style="list-style-type: none"> 1. Analyze the deep roots of race, ethnicity, and self-identity in Hawai‘i’s society. |
| Module 4 | Hawaiian Culture | <ol style="list-style-type: none"> 1. Examine elements of Hawaiian culture and its accepted stereotypes. 2. Analyze the role of the Hawaiian language in Native Hawaiian Culture. |
| Module 5 | Socioeconomics of Hawai‘i | <ol style="list-style-type: none"> 1. Analyze the interconnectedness of Hawai‘i’s tourism economy with the high cost of living and resulting houselessness. |
| Module 6 | Contemporary Hawai‘i | <ol style="list-style-type: none"> 1. Critically evaluate the current events in Hawai‘i that are shaping its society and people's experiences. |

Appendix I3: Week 1 Lesson Plan

| | Instructor-Led | Student-Led |
|--------|--|-----------------|
| Week 1 | Introduction Module 1: Historical Events of Hawai‘i | ————— N/A ————— |

Module 1 Learning Outcomes

Upon completion of the module, students will:

1. Critically evaluate the major historical events that have shaped Hawai‘i.
2. Analyze the Native perspective on colonization and westernization of Hawai‘i.

Work Completed Before Class:

1. Reading: *This is Paradise: Stories* by Kristiana Kahakauwila
 - a. See PDF in Drive
2. Discussion questions: Students will complete a set of discussion questions about the weekly reading(s)/video(s). The response to these questions can vary in length, but will typically be about 1-page of writing.

Sequence of Activities: 95-105 minutes

1. Instructors introduce the course format and explain the syllabus. *10 minutes.*
 - a. Staggering between an instructor-led and a student-led component of the course
 - i. Student led-component specifics
 - b. Six-module course
 - c. Importance of class participation
 - d. Pre-PQP course grading and rubric
2. As a course introduction, students participate in several basic “icebreakers” to encourage conversation and engagement. *15 minutes, max.*
 - a. Options for icebreakers include:
 - i. Small group discussions, then report back to full class:
 1. “What made you want to go to Hawai‘i?”
 2. “What do you already know, or think you know, about Hawai‘i?”
 - ii. Nametags: Translate name to Hawaiian
3. Instructor explains the distinctions between “Hawai‘i” and “Hawaiian.” It is important to make this distinction clear early on, to ensure that class discussion does not misrepresent any group of people. *5 minutes.*
 - a. In Hawai‘i, the term “Hawaiian,” and *being* Hawaiian, is used for persons, issues, or entities concerning the native people of Hawai‘i. “Hawai‘i,” or *being from* Hawai‘i, includes many other ethnic groups.
4. “Crash Course” Activity: The goal of this video is to get students thinking about how they learn about history, and how reliable different interpretations of history vary.

- a. Instructor shows a short video that discusses the arrival of Captain Cook in the Pacific Islands, and how history is recounted differently, depending on the perspective of the individual who is teaching, which creates a bias (history is rarely documented from the minority perspective). *10 minutes.*
 - b. Watch “The Amazing Life and Strange Death of Captain Cook: Crash Course World History #27” [HERE](#) on YouTube
5. Full class discussion in which students share what they learned about the perspective of historical events. Instructor utilizes guide questions as necessary. *5-10 minutes.*
 - a. Instructor Guide Questions:
 - i. “What were your main takeaways from the video?”
 - ii. “What surprised you?”
 - iii. “What are some of the key differences you found between the ‘European perspective’ and the more ‘indigenous perspective’, keeping in mind that a complete perspective by Native Hawaiians is ritually impossible?”
 - iv. “How can you utilize this information when learning about the history of Hawai‘i?”
6. “The Ultimate Crash Course on Hawai‘i”: The goal of this activity is to get students to think critically about the history of Hawai‘i, and to educate not only themselves, but their peers, about specific historical events. *45-50 minutes total.*
 - a. In six groups (3-4 students each), students will research about one of the key historical topics given and create a 1-slide “Crash Course” presentation about the key facts and information about that topic. A reading/website list will be provided to students to help guide them to relevant and reliable sources.
 - b. Student group research and slide development. *30 minutes.*
 - c. Full-class presentations about their slide, presenting their information, and any sources they used. Each slide should be no more than 3 minutes. *15-20 minutes.*

Topics:

 - i. Arrival of indigenous people
 - ii. European colonization
 - iii. New England Missionaries
 - iv. Overthrow of the Hawaiian monarchy
 - v. Annexation of Hawai‘i by the U.S.
 - vi. Statehood of Hawai‘i by the U.S.
7. Instructor announces groups for the weekly modules, and students meet with peer groups for initial introductions and exchange contact information. *5 minutes.*

Homework & Assignments for Next Class:

1. Written reflection: Students will complete a written reflection, ½-1 page about the week 1 module theme, *Historical Events of Hawai‘i*.
2. Students will prepare for the Hawai‘i geography quiz
 - a. See PDF

3. Watch *Pele's Appeal* (30 minutes)
 - a. Watch [HERE](#) on YouTube
4. Watch *Ted Talk: Lessons from a Thousand Years of Island Sustainability*
 - a. Watch [HERE](#) on YouTube (13.5 minutes)
5. Reading: "The Formation of the Hawaiian Islands"
 - a. Link [HERE](#) on Hawai'i Center for Volcanology by Ken Rubin
6. Discussion questions: Students will complete a set of discussion questions about the weekly reading(s)/video(s). The response to these questions can vary in length, but will typically be about one page of writing.

Appendix I4: Week 2 Lesson Plan

| | Instructor-Led | Student-Led |
|--------|--|--|
| Week 2 | Module 2: Environment and Geography of Hawai‘i | Module 1: Historical Events of Hawai‘i |

Module 2 Learning Outcomes

Upon completion of the module, students will:

1. Examine the geological history and formation of the Hawaiian Islands.
2. Analyze the historic and current relationship between people of Hawai‘i and the environment.

Work Completed Before Class:

1. Written reflection: Students will complete a written reflection, ½-1 page about the week 1 module theme, *Historical Events of Hawai‘i*.
2. Students will prepare for the Hawai‘i geography quiz
 - a. See PDF
3. Watch *Pele’s Appeal* (30 minutes)
 - a. Watch [HERE](#) on YouTube
4. Watch *Ted Talk: Lessons from a Thousand Years of Island Sustainability*
 - a. Watch [HERE](#) on YouTube (13.5 minutes)
5. Reading: “The Formation of the Hawaiian Islands”
 - a. Link [HERE](#) on Hawai‘i Center for Volcanology by Ken Rubin
6. Discussion questions: Students will complete a set of discussion questions about the weekly reading(s)/video(s). The response to these questions can vary in length, but will typically be about one page of writing.

Sequence of Activities: 105-120 minutes

1. Student group for Module 1: Historical Events of Hawai‘i runs activity. *45-60 minutes*.
2. Short break between student-led and instructor-led components. Student group who ran Module 1 activity complete survey during this time. *5 minutes*.
3. Students take a short Hawai‘i geography quiz with their groupmates. *5 minutes*.
4. Advisor gives brief explanation as to the cause for the bend in the Hawaiian-Emperor Seamount Chain. *5 minutes*.
 - a. The cause of the event has been debated by the science community for decades.
 - i. *Nature* article “A rapid burst in hotspot motion through the interaction of tectonics and deep mantle flow” found [HERE](#).
5. Students discuss the homework (reading and videos) in small groups (3-4 students), and share any initial thoughts and takeaways. *10 minutes*.
 - a. Students will then have a whole-class discussion to share what they discussed in their small groups. Instructor utilizes guide questions as necessary. *10 minutes*.

- i. Instructor Guide Questions:
 1. “What new information did you learn, or did anything surprise you?”
 2. “Consider the relationship that Native Hawaiians hold with land and environment. Do you know of any similar relationships here?”
6. Interactive activity: The goal of this activity is to have students explore the national park in Hawai‘i, and in doing so learn about volcanoes and a bit about the formation of the islands.
 - a. Students will access and explore the interactive module “The Hidden Worlds of the National Parks: Hawai‘i Volcanoes National Park” with a partner. *10 minutes.*
 - b. Link [HERE](#) on the Hawai‘i Volcanoes National Park website
7. Trivia activity: The goal of this activity is to get students to recall what they have learned throughout this module homework and lesson in a fast-paced, interactive way.
 - a. Instructor will lead students through a trivia game (Kahoot is suggested). *15 minutes.*

Homework & Assignments for Next Class:

1. Written reflection: Students will complete a written reflection, ½-1 page, about the week 2 module theme, *Environment and Geography of Hawai‘i*.
2. Reading: “EH! WHERE YOU FROM?”: Questions of place, race, and identity in contemporary Hawai‘i, in Camilla Fojas, Rudy Guevarra, and Nitasha Sharma, eds. *Beyond ethnicity: New Politics of Race in Hawai‘i*. by John Rosa
 - a. See PDF in Drive
3. Podcast (with transcript): “Ethnic Inequality in the Aloha State.” (13 minutes)
 - a. Listen [HERE](#) on Hawai‘i Public Radio
4. Reading: “Want to be Less Racist? Move to Hawai‘i.”
 - a. Link [HERE](#) on New York Times
5. Discussion questions: Students will complete a set of discussion questions about the weekly reading(s)/video(s). The response to these questions can vary in length, but will typically be about one page of writing.

Appendix I5: Week 3 Lesson Plan

| | Instructor-Led | Student-Led |
|--------|-------------------------------------|--|
| Week 3 | Module 3: Ethnic Studies in Hawai‘i | Module 2: Environment and Geography of Hawai‘i |

Module 3 Learning Outcomes

Upon completion of the module, students will:

1. Analyze the deep roots of race, ethnicity, and self-identity in Hawai‘i’s society.

Work Completed Before Class:

1. Written reflection: Students will complete a written reflection, ½-1 page, about the week 2 module theme, *Environment and Geography of Hawai‘i*.
2. Reading: “EH! WHERE YOU FROM?": Questions of place, race, and identity in contemporary Hawai‘i, in Camilla Fojas, Rudy Guevarra, and Nitasha Sharma, eds. *Beyond ethnicity: New Politics of Race in Hawai‘i*. by John Rosa
 - a. See PDF in Drive
3. Podcast (with transcript): “Ethnic Inequality in the Aloha State.” (13 minutes)
 - a. Listen [HERE](#) on Hawai‘i Public Radio
4. Reading: “Want to be Less Racist? Move to Hawai‘i.”
 - a. Link [HERE](#) on New York Times
5. Discussion questions: Students will complete a set of discussion questions about the weekly reading(s)/video(s). The response to these questions can vary in length, but will typically be about one page of writing.

Sequence of Activities: 105-120 minutes

1. Student group for Module 2: Environment, Ecology, and Geography of Hawai‘i runs activity. 45-60 minutes.
2. Short break between student-led and instructor-led components. 5 minutes.
3. Students discuss the homework (reading and video) in small groups (3-4 students), and share any initial thoughts and takeaways. 5 minutes.
 - a. Students will then have a whole-class discussion to share what they learned in their small groups. 10 minutes.
 - i. “Did anything surprise you from these readings/podcast?”
 1. “Specifically about the NYT opinion article, what are your thoughts?”
 - ii. “How do conversations about ethnicity and race appear to differ in Hawai‘i than what you may be familiar with?”
4. Social Identity Wheel Activity: The goal of this activity is to better understand self-identity, and the importance that it can have. Also, it will allow students to practice having these meaningful conversations that often occur in Hawai‘i. (There is the option to

invite the WPI Office of Multicultural Affairs to present this activity in more detail.) *30 minutes total.*

- a. Students will first fill out the wheel by themselves. *5 minutes.*
- b. Student activity in small groups (3-4 students), discuss the wheel and their most salient identities, as well as their backgrounds, personal identities, and family traditions (if comfortable), and what values or traits they consider most important. *15 minutes.*
- c. Follow-up whole class discussion from the Social Identity Wheel Activity. The instructor utilizes guide questions as necessary. *10 minutes.*
 - i. “How comfortable were you talking about your background and identities with others?”
 - ii. “What, if anything, made talking about these topics difficult?”
 - iii. “Did you learn anything about your peers’ backgrounds and identities that surprised you, or that exists within yours?”
 - iv. “How can you use what you know about your own identities, to have more meaningful conversations with others about their identities?”

Homework & Assignments for Next Class:

1. Written reflection: Students will complete a written reflection, 1-2 pages (max) about the week 3 module theme, *Ethnic Studies in Hawai‘i*.
2. Reading: “Hula as resistance” by Momi Kamahahele
 - a. See PDF in Drive
3. Reading: Chapter 1: “F-You Aloha, I Love You”, in *Defiant Indigeneity: The Politics of Hawaiian Performance* by Stephanie Nohelani Teves
 - a. See PDF in Drive
4. Film: “TEDx: Aloha, It’s More Than Hello” (13 minutes)
 - a. Watch [HERE](#) on YouTube
5. Discussion questions: Students will complete a set of discussion questions about the weekly reading(s)/video(s). The response to these questions can vary in length, but will typically be about one page of writing.

Appendix I6: Week 4 Lesson Plan

| | Instructor-Led | Student-Led |
|--------|----------------------------|-------------------------------------|
| Week 4 | Module 4: Hawaiian Culture | Module 3: Ethnic Studies in Hawai'i |

Module 4 Learning Outcomes

Upon completion of the module, students will:

1. Examine elements of Hawaiian culture and its accepted stereotypes.
2. Analyze the role of the Hawaiian language in Native Hawaiian Culture.

Work Completed Before Class:

1. Written reflection: Students will complete a written reflection, 1-2 pages (max) about the week 3 module theme, *Ethnic Studies in Hawai'i*.
2. Reading: "Hula as resistance" by Momi Kamahahele
 - a. See PDF in Drive
3. Reading: Chapter 1: "F-You Aloha, I Love You", in *Defiant Indigeneity: The Politics of Hawaiian Performance* by Stephanie Nohelani Teves
 - a. See PDF in Drive
4. Film: "TEDx: Aloha, It's More Than Hello" (13 minutes)
 - a. Watch [HERE](#) on YouTube
5. Discussion questions: Students will complete a set of discussion questions about the weekly reading(s)/video(s). The response to these questions can vary in length, but will typically be about one page of writing.

Sequence of Activities: 105-120 minutes

1. Student group for Module 3: Ethnic Studies of Hawai'i runs activity. *45-60 minutes*.
2. Short break between student-led and instructor-led components. *5 minutes*.
3. What do you think of when you hear the word Hawai'i?: The goal of this activity is to get students thinking about the pre-existing stereotypes and commercialization that surrounded Hawaiian culture. *20 minutes*.
 - a. In small groups (3-4 students), students create a list of stereotypes and labels that come to mind when they hear or think of Massachusetts and/or their hometown.
 - b. Use the previous activity as a segue into students then creating a list of stereotypes and labels when they hear of or think of Hawai'i.
 - i. Common ideas could include: Hula, pineapple, beaches, tourism, grass skirts, lei, surfing, mai tai, Lilo & Stitch, luau, "aloha", Hawaiian floral shirts, spam, ukuleles, etc.
4. Full-group discussion of the "stereotypes of Hawai'i" and the homework assignment. The instructor utilizes guide questions as necessary. *15 minutes*.
 - a. "What are some of the stereotypical topics that came up surrounding Hawai'i?"
 - b. "How do these stereotypes affect Hawaiian culture?"

5. Students explore the list of common Hawaiian words and phrases. They are encouraged to consider what words are familiar, which are completely new, and save this resource for long-term use. *5 minutes.*
 - a. See *Glossary of Common Hawaiian Vocabulary* [HERE](#) from the Hawai‘i Tourism Authority
6. Students watch two short videos about Hawaiian language and their presence in immersion schools. This is meant to be informative, but also get students to consider how important language is to Native Hawaiians and their culture. *5 minutes total.*
 - a. Watch “Moving Hawaiian language and culture into the future” [HERE](#) on YouTube (2 minutes)
 - b. Watch “Team KS Maui - Kalei on Hawaiian Culture” [HERE](#) on YouTube (2 minutes)
7. Full-group discussion about language and its roots in Hawaiian history. The instructor utilizes guide questions as necessary. *10 minutes.*
 - a. “What have you previously learned about the Hawaiian language, if anything?”
 - b. “How do Hawaiian language and culture appear to be connected?”

Homework & Assignments for Next Class:

1. Written reflection: Students will complete a written reflection, ½-1 page about the week 4 module theme, *Hawaiian Culture*.
2. Video: “Island Connections: Housing or Shelter?” *60 minutes.*
 - a. Watch [HERE](#) on YouTube
3. Reading: *Lonely Pocket Planet Hawai‘i* by Lonely Planet and Craig McLachlan.
 - a. Link [HERE](#) on Resource List
 - b. Sections to Read: “Welcome to Honolulu,” “Local Life,” “Day Planner,” and “Waikiki”
4. Discussion questions: Students will complete a set of discussion questions about the weekly reading(s)/video(s). The response to these questions can vary in length, but will typically be about one page of writing.

Appendix I7: Week 5 Lesson Plan

| | Instructor-Led | Student-Led |
|--------|-------------------------------------|----------------------------|
| Week 5 | Module 5: Socioeconomics of Hawai‘i | Module 4: Hawaiian Culture |

Module 5 Learning Outcomes

Upon completion of the module, students will:

1. Analyze the interconnectedness of Hawai‘i’s tourism economy with the high cost of living and resulting houselessness.

Work Completed Before Class:

1. Written reflection: Students will complete a written reflection, ½-1 page about the week 4 module theme, *Hawaiian Culture*.
2. Video: “Island Connections: Housing or Shelter?” *60 minutes*.
 - a. Watch [HERE](#) on YouTube
3. Reading: *Lonely Pocket Planet Hawai‘i* by Lonely Planet and Craig McLachlan.
 - a. Link [HERE](#) on Resource List
 - b. Sections to Read: “Welcome to Honolulu,” “Local Life,” “Day Planner,” and “Waikiki”
4. Discussion questions: Students will complete a set of discussion questions about the weekly reading(s)/video(s). The response to these questions can vary in length, but will typically be about one page of writing.

Sequence of Activities: *105-120 minutes*

1. Student group for Module 4: Hawaiian Culture runs activity. *45-60 minutes*.
2. Short break between student-led and instructor-led components. *5 minutes*.
3. Discussion of the written reflection based on the homework reading and video. The instructor utilizes guide questions as necessary. *15 minutes*.
 - a. “How did the travel guide and Island Connection seem to differ in their presentation of Hawai‘i?”
 - b. “Did anything from the video or the travel guide surprise you?”
 - c. “Reflecting on what we’ve learned about the last few weeks and thus far today, what, if anything, bothered you about the travel guide?”
 - d. What is the difference between a “tourist guide” and a “travel guide?”
4. Travel Guide Activity: the goal in creating this tour guide is to embrace Hawaiian culture and highlight key socioeconomic aspects of Hawai‘i.
 - a. Using their background about travel guide versus tourist guide, students will create their own “travel guide” in groups (of 3-4 students) for Hawai‘i about a specific topic. In it, they should first acknowledge how a tourist approaches a topic (in 3-5 sentences), and then outline how a traveler would differ in their thinking and understanding. *35 minutes*.

- b. Topics:
- i. **Transportation:** Tourists want to know how to get to the tourist attractions, beaches, etc.; Travelers should know about how locals prefer to get around, especially to less populated areas, etc.
 - ii. **Hotel Industry:** Tourists want to know what the best resort is; Travelers should recognize how the hotel industry may help or harm the local population (e.g., permanent residents don't live in Waikiki waterfront properties).
 - iii. **Where to Dine:** Tourists want to know where the upscale, professional restaurants are for drinking, dancing, and eating; Travelers should recognize that Hawai'i is a melting pot of cultures (Polynesian, Japanese, etc.), thus there are many authentic cuisines throughout the Hawaiian islands.
 - iv. **Entertainment:** Tourists want to watch hula, attend a luau, etc.; Travelers should understand the cultural significance of hula, and recognize the importance of such practices and activities.
 - v. **Environment:** Tourists want to lay on a beach, jump from waterfalls, and see volcanoes; Travelers should understand the significance that the environment has to Hawaiians, and the commercialization and footprint that humans have made on the islands.
 - vi. **Island Comparisons:** Tourists want to know about the spots where there are activities for them to do, which usually revolves around bigger cities and a subset of Hawaiian islands; Travelers should know about what each island has to offer and about its general population.
5. Students watch a short, satirical video that parodies tourist behavior in Hawai'i to close out the class for the week. This will further educate students on inappropriate behavior and ignorance of many tourists who visit Hawai'i and how to avoid this. *5 minutes*.
- a. Watch "Hawaiian Hotel - SNL" [HERE](#) on YouTube

Homework & Assignments for Next Class:

1. Written reflection: Students will complete a written reflection, ½-1 page about the week 5 module theme, *Socioeconomics of Hawai'i*.
2. Video: "Hawai'i's Problems with the Military" (21 minutes)
 - a. Watch [HERE](#) on YouTube
3. Reading: *A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty* chapter.
 - a. See Resource List
4. Reading: "Mauna Kea Is Our Modern-Day Kaho'olawe" on Civil Beat.
 - a. Link [HERE](#) (or other relevant, recent news article)
5. Discussion questions: Students will complete a set of discussion questions about the weekly reading(s)/video(s). The response to these questions can vary in length, but will typically be about one page of writing.

Appendix I8: Week 6 Lesson Plan

| | Instructor-Led | Student-Led |
|--------|--------------------------------|-------------------------------------|
| Week 6 | Module 6: Contemporary Hawai‘i | Module 5: Socioeconomics of Hawai‘i |

Module 6 Learning Outcomes

Upon completion of the module, students will:

1. Critically evaluate the current events in Hawai‘i that are shaping its society and people's experiences.

Work Completed Before Class:

1. Written reflection: Students will complete a written reflection, ½-1 page about the week 5 module theme, *Socioeconomics of Hawai‘i*.
2. Video: “Hawai‘i’s Problems with the Military” (21 minutes)
 - a. Watch [HERE](#) on YouTube
3. Reading: Read a chapter from *A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*.
 - a. See Resource List
4. Reading: “Mauna Kea Is Our Modern-Day Kaho‘olawe” on Civil Beat.
 - a. Link [HERE](#) (or other relevant, recent news article)
5. Discussion questions: Students will complete a set of discussion questions about the weekly reading(s)/video(s). The response to these questions can vary in length, but will typically be about one page of writing.

Sequence of Activities: 100-115 minutes

1. Student group for Module 5: Socioeconomics of Hawai‘i runs activity. *45-60 minutes*.
2. Short break between student-led and instructor-led components. *5 minutes*.
3. Homework discussion. The instructor utilizes guide questions as necessary. *10-15 minutes*.
 - a. “Did you know that any of these issues were occurring in Hawai‘i?”
 - b. “What surprised you about these readings and the video?”
 - c. “Do any of the struggles that are occurring in Hawai‘i remind you of any other struggles worldwide?”
 - d. “How does what you learned in the homework relate back to our discussions in previous weeks?”
4. Current Events Activity: The goal of this activity is to get students to recognize what is currently occurring in Hawai‘i, and how this may affect their travel experience. *40 minutes total*

- a. In small groups (3-4 students), students do in-class research of current events/news articles. They are assigned a topic area that they must find relevant, recent articles on. *20 minutes*.
 - i. Students are provided with a list of reliable news platforms.
 - ii. Topic areas:
 1. Presence of American Exceptionalism
 2. Mauna Kea-Telescope controversy
 3. Sovereignty movement
 4. Political climate
 5. Military presence
 6. Land development contradicting the Native respect for nature
- b. Students share what they found in small groups (3-4 students) and identify the main themes/contemporary issues in Hawai‘i. *10 minutes*.
- c. Small groups report back to the full class on what the major events and issues are. Instructors guide discussion into how these events could impact their travel to Hawai‘i. *10 minutes*.
 - i. “Did anything surprise you? Did any major event or issue surprise you?”
 - ii. “What are some of the major themes that seem to pop up from these issues?”
 - iii. “Do any of these overarching themes of issues overlap with ones you hear about?”

Homework & Assignments for Next Class:

1. Written reflection: Students will complete a written reflection, ½-1 page about the week 6 module theme, *Contemporary Hawai‘i*.
2. Students write a short, 1000–1500-word (one-two page) reflection paper.
 - a. Students will reflect on what they learned throughout the course and how they have become better prepared to complete their project as a traveler, not a tourist.
3. Students research the area they will be staying for the duration of the IQP (Hilo or Honolulu) for authentic or local cuisine and activities to do.
 - a. If students are willing and able, they can bring in food or a snack to share with the class.

Appendix I9: Week 7 Lesson Plan

| | Instructor-Led | Student-Led |
|--------|--------------------|--------------------------------|
| Week 7 | Potluck/movie/fun! | Module 6: Contemporary Hawai‘i |

Module Learning Outcomes

N/A

Work Completed Before Class:

1. Written reflection: Students will complete a written reflection, ½-1 page about the week 6 module theme, *Contemporary Hawai‘i*.
2. Students write a short, 1000–1500-word (one-two page) reflection paper.
 - a. Students will reflect on what they learned throughout the course and how they have become better prepared to complete their project as a traveler, not a tourist.
3. Students research the area they will be staying for the duration of the IQP (Hilo or Honolulu) for authentic or local cuisine and activities to do.
 - a. If students are willing and able, they can bring in food or a snack to share with the class.

Sequence of Activities: 95-110 minutes

1. Student group for Module 6: Contemporary Hawai‘i and Current Events runs activity. 45-60 minutes.
2. Students share the restaurants and activities they found, and the instructor shows several videos during this time for students to view and have informal discussion. 45 minutes.
 - a. Some video options:
 - i. Animated Short “Kapaemahu” (8 minutes)
 1. About Hawaiian “god”; Similar to Pixar Shorts
 2. Watch [HERE](#) on Vimeo
 - ii. PBS Hawai‘i “Nā Mele: Traditions in Hawaiian Song” (29 minutes)
 1. Musician family singing Hawaiian songs
 2. Watch [HERE](#) on YouTube
 - iii. “Keali‘i Reichel - Millennium Stage”
 1. Hawaiian Music Concert (62 minutes)
 2. Watch [HERE](#) on YouTube
 - iv. “Nowhere Else on Earth: Indigenous Plants of Hawaii” (8 minutes)
 1. Watch [HERE](#) on YouTube
3. Final remarks and segue into ID 2050 and PQP expectations (5 minutes)

Homework & Assignments for Next Class:

1. None! This is the last class.

Appendix I10: Week 2 Student-Led Activity Guide Sheet

Module 1 Theme: Historical Events of Hawai‘i

Goal: Design and lead an activity about the previous week’s module theme. Keep the total time of your activity to between 45 minutes to an hour (max). Your session should be totally self-contained, so there is no homework to be completed beforehand. Be creative and try to make the activity interactive for the group. Be sure the activity directly relates to the previous module theme of “Historical Events of Hawai‘i.” Please email Professor Mathews a detailed copy of your team’s plan **48 hours** before your scheduled class day.

Module 1 Learning Outcomes:

Upon completion of the module, students will:

1. Critically evaluate the major historical events that have shaped Hawai‘i.
2. Analyze the Native perspective on colonization and westernization of Hawai‘i.

Sources:

Suggested Sources: Accessible online through WPI Gordon Library

Cook, K. (2018). *Return to Kahiki: Native Hawaiians in Oceania*. Cambridge University Press.
Resource Format: Book

Osorio, J. (2002). *Dismembering Lahui: A history of the Hawaiian nation to 1887*. University of Hawai‘i Press.
Resource Format: Book

Saranillio, D.I. (2018). *Unsustainable empire, alternative histories of Hawai‘i statehood*. Duke University Press.
Resource Format: Book

Silva, N. (2004). *Aloha betrayed: Native Hawaiian resistance to American colonialism*. Duke University Press.
Resource Format: Book

Silva, N. (2017). *The power of the steel-tipped pen: Reconstructing Native Hawaiian intellectual history*. Duke University Press.
Resource Format: Book

Other Sources:

Your team must identify, and use, **at least 2 sources** that are not provided above to develop your activity.

Key Topics to Consider:

- Pre-Colonization; Captain Cook’s arrival; Colonization; New England missionaries; Overthrow of the monarchy; Annexation; Statehood

Appendix I11: Week 3 Student-Led Activity Guide Sheet

Module 2 Theme: Environment and Geography of Hawai'i

Goal: Design and lead an activity about the previous week's module theme. Keep the total time of your activity to between 45 minutes to an hour (max). Your session should be totally self-contained, so there is no homework to be completed beforehand. Be creative and try to make the activity interactive for the group. Be sure the activity directly relates to the previous module theme of "Environment and Geography of Hawai'i." Please email Professor Mathews a detailed copy of your team's plan **48 hours** before your scheduled class day.

Module 2 Learning Outcomes:

Upon completion of the module, students will:

1. Examine the geological history and formation of the Hawaiian Islands.
2. Analyze the historic and current relationship between people of Hawai'i and the environment.

Sources:

Suggested Sources: Accessible online through WPI Gordon Library

Fletcher, C., Boyd, R., Neal, W., & Tice, V. (2010). *Living on the shores of Hawai'i: Natural hazards, the environment, and our communities*. University of Hawai'i Press.

Resource Format: Book

Hopkins, M. (2005). *Hawaii*. ProQuest Ebook Central.

Resource Format: Book

Malo, D. (1903). *Hawaiian antiquities: (Moolelo Hawaii)*. Hawaiian islands, 1898; Hawaiian gazette co., ltd., 1903.

Resource Format: Book

Rapaport, M. (2013). *The Pacific islands: Environment and society, Revised Edition* (Revised). University of Hawai'i Press.

Resource Format: Book

Other Sources:

Your team must identify, and use, **at least 2 sources** that are not provided above to develop your activity.

Key Topics to Consider:

- Geological history & formation of the islands
 - Volcanoes
 - Ages of the islands
- Indigenous species
- Island sustainability & self-sufficiency
- Fragility of island ecology

Appendix I12: Week 4 Student-Led Activity Guide Sheet

Module 3 Theme: Ethnic Studies in Hawai‘i

Goal: Design and lead an activity about the previous week’s module theme. Keep the total time of your activity to between 45 minutes to an hour (max). Your session should be totally self-contained, so there is no homework to be completed beforehand. Be creative and try to make the activity interactive for the group. Be sure the activity directly relates to the previous module theme of “Ethnic Studies of Hawai‘i.” Please email Professor Mathews a detailed copy of your team’s plan **48 hours** before your scheduled class day.

Module 3 Learning Outcomes

Upon completion of the module, students will:

1. Analyze the deep roots of race, ethnicity, and self-identity in Hawai‘i’s society.

Sources

Suggested Sources: Accessible online through WPI Gordon Library

Darrah-Okike, J. (2020). Theorizing race in Hawai‘i: Centering place, indigeneity and settler colonialism. *Sociology Compass*, 14(7).

Resource Format: Academic Journal

Okamura, J.Y. (2018). “Race and/or ethnicity in Hawai‘i: What’s the difference and what difference does it make?” In *Beyond ethnicity: New politics of race in Hawai‘i*, ed. Rudy Guevarra et al., pp. 94-113. University of Hawai‘i Press.

Resource Format: Book Chapter

Rosa, John P. (2018). “‘Eh! Where you from?’: Questions of place, race, and identity in contemporary Hawai‘i,” in Camilla Fojas, Rudy Guevarra, and Nitasha Sharma, eds. *Beyond ethnicity: New politics of race in Hawai‘i*. University of Hawai‘i Press.

Resource Format: Book Chapter

Other Sources:

Your team must identify, and use, **at least 2 sources** that are not provided above to develop your activity.

Key Topics to Consider:

- Identify
- Self-identify
- Ethnicity and race
- Native Hawaiian Perspective

Appendix I13: Week 5 Student-Led Activity Guide Sheet

Module 4 Theme: Hawaiian Culture

Goal: Design and lead an activity about the previous week’s module theme. Keep the total time of your activity to between 45 minutes to an hour (max). Your session should be totally self-contained, so there is no homework to be completed beforehand. Be creative and try to make the activity interactive for the group. Be sure the activity directly relates to the previous module theme of “Hawaiian Culture.” Please email Professor Mathews a detailed copy of your team’s plan **48 hours** before your scheduled class day.

Module 4 Learning Outcomes

Upon completion of the module, students will:

1. Examine elements of Hawaiian culture and its accepted stereotypes.
2. Analyze the role of the Hawaiian language in Native Hawaiian Culture.

Sources

Suggested Sources: Accessible online through WPI Gordon Library

Goodyear-Ka’opua, N. (2013). *Seeds we planted: Portraits of a native hawaiian charter school*. ProQuest Ebook Central.

Resource Format: Book

Holo mai Pele: The epic hula myth. (2004). Pacific Islanders in Communications.

Resource Format: Documentary

Smith, L. (2012). *Decolonizing methodologies: research and indigenous peoples* (2nd ed.). Zed Books.

Resource Format: Book

Teves, S.N. (2018). *Defiant indigeneity: The politics of Hawaiian performance*. University of North Carolina Press.

Resource Format: Book

Other Sources:

Your team must identify, and use, **at least 2 sources** that are not provided above to develop your activity.

Key Topics to Consider

- Food
- Music
- Language
- Commercialization of Aloha
- Land and ecology

Appendix I14: Week 6 Student-Led Activity Guide Sheet

Module 5 Theme: Socioeconomics of Hawai‘i

Goal: Design and lead an activity about the previous week’s module theme. Keep the total time of your activity to between 45 minutes to an hour (max). Your session should be totally self-contained, so there is no homework to be completed beforehand. Be creative and try to make the activity interactive for the group. Be sure the activity directly relates to the previous module theme of “Socioeconomics of Hawai‘i.” Please email Professor Mathews a detailed copy of your team’s plan **48 hours** before your scheduled class day.

Module 5 Learning Outcomes

Upon completion of the module, students will:

1. Analyze the interconnectedness of Hawai‘i’s tourism economy with the high cost of living and resulting houselessness.

Sources

Suggested Sources: Accessible online through WPI Gordon Library or Google

Buck, E. (1993). *Paradise remade: The politics of culture and history in Hawai‘i.* Temple University Press.

Resource Format: Book

Office Of Hawaiian Affairs. (2014). *Income Inequality and Native Hawaiian Communities in the Wake of the Great Recession: 2005 to 2013.* <https://19of32x2yl33s8o4xza0gf14-wpengine.netdna-ssl.com/wp-content/uploads/2014/05/Income-Inequality-and-Native-Hawaiian-Communities-in-the-Wake-of-the-Great-Recession-2005-2013.pdf>

Resource Format: Government Document

State of Hawaii. (2018). *Demographic, social, economic, and housing characteristics for selected race groups in Hawaii.* https://files.hawaii.gov/dbedt/economic/reports/SelectedRacesCharacteristics_HawaiiReport.pdf

Resource Format: Government Document

Other Sources:

Your team must identify, and use, **at least 2 sources** that are not provided above to develop your activity.

Key Topics to Consider

- Houselessness
- High cost of living
- Housing market
- Tourism industry

Appendix I15: Week 7-Led Student Activity Guide Sheet

Module 6 Theme: Contemporary Hawai‘i

Goal: Design and lead an activity about the previous week’s module theme. Keep the total time of your activity to between 45 minutes to an hour (max). Your session should be totally self-contained, so there is no homework to be completed beforehand. Be creative and try to make the activity interactive for the group. Be sure the activity directly relates to the previous module theme of “Contemporary Hawai‘i.” Please email Professor Mathews a detailed copy of your team’s plan **48 hours** before your scheduled class day.

Module 6 Learning Outcomes

Upon completion of the module, students will:

1. Critically evaluate the current events in Hawai‘i that are shaping its society and people's experiences.

Sources

Suggested Sources: Accessible online through WPI Gordon Library

Goodyear-Ka‘opua, N., Hussey, I., & Wright, E. (2014). *A nation rising: Hawaiian movements for life, land, and sovereignty*. Duke University Press.

Resource Format: Book

Kehaulani Kauanui, J. (2018). *Paradoxes of Hawaiian sovereignty: Land, sex, and the colonial politics of state nationalism*. Duke University Press.

Resource Format: Book

Trask, H. (1999). *From a native daughter colonialism and sovereignty in Hawai‘i* (Rev. ed.). University of Hawai‘i Press.

Resource Format: Book

Other Sources:

Your team must identify, and use, **at least 2 sources** that are not provided above to develop your activity.

Key Topics to Consider

- Mauna Kea-Telescope controversy
- Sovereignty movement
- Political climate
- Military presence
- Land development contradicting the Native respect for nature

Appendix I16: Post Student-Led Activity Survey

Please complete this survey after your group runs your module activity.

Name: _____

Which module did you run an activity for? *(Please check the correct module)*

- Historical Events of Hawai‘i
- Environment and Geography of Hawai‘i
- Ethnic Studies in Hawai‘i
- Hawaiian Culture
- Socioeconomics of Hawai‘i
- Contemporary Hawai‘i

How well did your team work together? *Please be detailed.*

How did your team work through disagreements? *Please be detailed.*

What was your favorite part about creating/leading this activity? *Please be detailed.*

What was your least favorite part about creating/leading this activity? *Please be detailed.*

How successful do you believe your lesson was? *Please be detailed.*

Evaluate your teammates in the table below.

| | | | | |
|---|--|--|--|--|
| (First names are fine) | | | | |
| Part I. Please rate each team member (including yourself) in the following categories on a scale of 1 to 9 (where 1=unacceptable, 3=poor, 5=acceptable, 7=good, 9=almost perfect) | | | | |
| Level of Effort | | | | |
| Level of Communication | | | | |
| Cooperation and Teamwork | | | | |
| Organization | | | | |

Optional: Is there anyone from your team that you would like to work with again?

Optional: Is there anyone from your team that you would not like to work with again?

Appendix I17: Resource List

=Two or More Interviewees Provided Resource

Full Access= Fully Accessible Online Through the WPI Gordon Library

*= Resource Identified Through Team Research

General Resources

Aikau, H. & Gonzalez, V. (eds.). (2019). *Detours: A decolonial guide to Hawai'i*. Duke University Press.

Resource Format: Book

Student Accessibility: No Access; \$29.95 for Paperback on Duke University Press

Howes, C. & Osorio, J. (eds.). (2010). *The value of Hawai'i: Knowing the past, shaping the future*. Biographical Research Center, University of Hawai'i.

Resource Format: Book

Student Accessibility: No Access; \$19.99 Paperback on Amazon

*Lonely, P., & McLachlan, C. (2015). *Lonely planet pocket Honolulu*. ProQuest Ebook Central.

Resource Format: Tourist Guide; *Is not a credible source, but is useful to look at what is marketed to tourists*

Student Accessibility: Full Access

Misawa, A. (2009). *State of aloha*.

Resource Format: Documentary

Student Accessibility: No Access

Professor Aoudé's "Island Connections" Show

Resource Format: Video

Student Accessibility: Full Access; Episodes Available on YouTube

Virtual Resources

Ulukau Digital Library: [HERE](#)

Wehewehe Wikiwiki Hawaiian Language Dictionary: [HERE](#)

Kepano's Combined Hawaiian Dictionary: [HERE](#)

Ho'oukua'āina: Hawaiian Values-Based Lessons: [HERE](#)

Multidisciplinary Research on Hawaiian Well-Being: [HERE](#)

UH at Mānoa LibGuides Related to Hawai'i: [HERE](#)

Historical Events of Hawai'i

Arista, N. (2019). *The kingdom and the republic: Sovereign Hawai'i and the early United States*. University of Pennsylvania Press.

Resource Format: Book

Student Accessibility: Full Access; Physical Copy in Gordon Library

Cook, K. (2018). *Return to Kahiki: Native Hawaiians in Oceania*. Cambridge University Press.

Resource Format: Book

Student Accessibility: Full Access

Kame'eleihiwa, L. (1992). *Native land and foreign desires: Pehea Lā E Pono Ai? How shall we live in harmony?* Bishop Museum Print.

Resource Format: Book

Student Accessibility: No Access; \$99.99 Paperback on Amazon

Liliuokalani. (1964). *Hawaii's story by Hawaii's queen*. Charles E. Tuttle Co.

Resource Format: Book

Student Accessibility: Full Access

Osorio, J. (2002). *Dismembering Lahui: A history of the Hawaiian nation to 1887*. University of Hawai'i Press.

Resource Format: Book

Student Accessibility: Full Access

Rosa, J.P. (2014). *Local story: The Massie-Kahahawai case and the culture of history*. University of Hawai'i Press.

Resource Format: Book

Student Accessibility: Full Access

Saranillio, D.I. (2018). *Unsustainable empire, alternative histories of Hawai'i statehood*. Duke University Press.

Resource Format: Book

Student Accessibility: Full Access

Silva, N. (2004). *Aloha betrayed: Native Hawaiian resistance to American colonialism*. Duke University Press.

Resource Format: Book

Student Accessibility: Full Access

Silva, N. (2017). *The power of the steel-tipped pen: Reconstructing Native Hawaiian intellectual history*. Duke University Press.

Resource Format: Book

Student Accessibility: Full Access

Zwonitzer, M. (2005). *American experience: The Massie affair*.

Resource Format: TV Episode

Student Accessibility: No Access; \$34.99 Paperback on Amazon

Environment and Geography of Hawai‘i

Ahupua‘a, fishponds and lo‘i. (1992). Nā Maka o ka `Āina.

Resource Format: Documentary

Student Accessibility: Full Access

Cirmount. (2007). *Mountain views.* 1(2).

Resource Format: Newsletter

Student Accessibility: Full Access (See Attached PDF)

*Fletcher, C., Boyd, R., Neal, W., & Tice, V. (2010). *Living on the shores of Hawai‘i: Natural hazards, the environment, and our communities.* University of Hawai‘i Press.

Resource Format: Book

Student Accessibility: Full Access

*Hopkins, M. (2005). *Hawaii.* ProQuest Ebook Central.

Resource Format: Book

Student Accessibility: Full Access

Malo, D. (1903). *Hawaiian antiquities: (Moolelo Hawaii).* Hawaiian islands, 1898; Hawaiian gazette co., ltd., 1903.

Resource Format: Book

Student Accessibility: Full Access (Specifically Chapters 5-7)

Pele’s appeal. (1989). Nā Maka o ka `Āina.

Resource Format: Documentary

Student Accessibility: Full Access; On YouTube

Rapaport, M. (2013). *The Pacific islands: Environment and society, Revised Edition* (Revised). University of Hawai‘i Press.

Resource Format: Book

Student Accessibility: Full Access

Tummons, P. *Use of islands by armed forces leaves few stones unturned.* Environment Hawai‘i. <https://www.environment-hawaii.org/?p=3847>

Resource Format: News Article

Student Accessibility: Full Access; on Environment Hawai‘i

Ethnic Studies in Hawai‘i

Darrah-Okike, J. (2020). Theorizing race in Hawai‘i: Centering place, indigeneity and settler colonialism. *Sociology Compass*, 14(7).

Resource Format: Academic Journal

Student Accessibility: Full Access

Fujikane, C. (2008). "Asian settler colonialism in the U.S. colony of Hawai'i." In Fujikane C. & Okamura J.Y. (Eds), *Asian settler colonialism: From local governance to the habits of everyday life in Hawai'i*. University of Hawai'i Press.

Resource Format: Book Chapter

Student Accessibility: Full Access

Hofschneider, A. *#BeingMicronesian in Hawai'i means lots of online hate*. Civil Beat.

<https://www.civilbeat.org/2018/09/beingmicronesian-in-hawaii-means-lots-of-online-hate>

Resource Format: News Article

Student Accessibility: Full Access; On Civil Beat

Labrador, R.N. (2015). *Building Filipino Hawai'i*. University of Illinois Press.

Resource Format: Book

Student Accessibility: Full Access

Okamura, J.Y. (2014). *From race to ethnicity: Interpreting Japanese American experiences in Hawai'i*. University of Hawai'i Press.

Resource Format: Book

Student Accessibility: Full Access

Okamura, J.Y. (2018). "Race and/or ethnicity in Hawai'i: What's the difference and what difference does it make?" In *Beyond ethnicity: New politics of race in Hawai'i*, ed. Rudy Guevarra et al., pp. 94-113. University of Hawai'i Press.

Resource Format: Book Chapter

Student Accessibility: Full Access

Rosa, John P. (2010). "Race / ethnicity" in Craig Howes and Jonathan Kamakawiwo'ole Osorio, eds., *The value of Hawai'i: Knowing the past, shaping the future*. University of Hawai'i Press, 53-59.

Resource Format: Book Chapter

Student Accessibility: Full Access (see attached PDF)

Rosa, John P. (2018). "'Eh! Where you from?': Questions of place, race, and identity in contemporary Hawai'i," in Camilla Fojas, Rudy Guevarra, and Nitasha Sharma, eds. *Beyond ethnicity: New politics of race in Hawai'i*. University of Hawai'i Press.

Resource Format: Book Chapter

Student Accessibility: Full Access

Hawaiian Culture

Evenari, G.K. *In the wake of our ancestors*.

Resource Format: Documentary

Student Accessibility: Full Access; On YouTube

Goodyear-Ka'opua, N. (2013). *Seeds we planted: Portraits of a native hawaiian charter school*. ProQuest Ebook Central.

Resource Format: Book

Student Accessibility: Full Access

Haucofa, E. (1993). "Our sea of islands" in V. Naidu, E. Waddell, & E. Hau'ofa, *A new Oceania: Rediscovering our sea of islands*. The University of the South Pacific.

Resource Format: Essay

Student Accessibility: Full Access (see attached PDF)

Holo mai Pele: The epic hula myth. (2004). Pacific Islanders in Communications.

Resource Format: Documentary

Student Accessibility: Full Access

Kamahele, M. (1992). "Hula as resistance" in *Forward motion*. 11(3).

Resource Format: Essay

Student Accessibility: Full Access (see attached PDF)

Smith, L. (2012). *Decolonizing methodologies: research and indigenous peoples* (2nd ed.). Zed Books.

Resource Format: Book

Student Accessibility: Full Access

Teves, S.N. (2018). *Defiant indigeneity: The politics of Hawaiian performance*. University of North Carolina Press.

Resource Format: Book

Student Accessibility: Full Access

Wong-Kalu, H., Hamer, D., & Wilson, J. (2020). *Kapaemahu*.

Resource Format: Short Film

Student Accessibility: Full Access; On Vimeo

Yamashiro, A., & Goodyear-Ka'opua, N. (2014). *The value of Hawai'i 2: Ancestral roots, oceanic visions*. University of Hawai'i Press.

Resource Format: Book

Student Accessibility: No Access; \$21.25 Paperback on Amazon

Socioeconomics of Hawai'i

Aalto, A. & Hinchey, M. (2017). *No room in paradise*.

Resource Format: Documentary

Student Accessibility: No Access; \$15 on Vimeo

*Buck, E. (1993). *Paradise remade: The politics of culture and history in Hawai'i*. Temple University Press.

Resource Format: Book

Student Accessibility: Full Access

*Office Of Hawaiian Affairs. (2014). *Income Inequality and Native Hawaiian Communities in the Wake of the Great Recession: 2005 to 2013*. <https://19of32x2y133s8o4xza0gf14-wpengine.netdna-ssl.com/wp-content/uploads/2014/05/Income-Inequality-and-Native-Hawaiian-Communities-in-the-Wake-of-the-Great-Recession-2005-2013.pdf>

Resource Format: Government Document

Student Accessibility: Full Access; on Google

*State of Hawaii. (2018). *Demographic, social, economic, and housing characteristics for selected race groups in Hawaii*. https://files.hawaii.gov/dbedt/economic/reports/SelectedRacesCharacteristics_HawaiiReport.pdf

Resource Format: Government Document

Student Accessibility: Full Access; on Google

Contemporary Hawai'i and Current Events

Goodyear-Ka'opua, N., Hussey, I., & Wright, E. (2014). *A nation rising: Hawaiian movements for life, land, and sovereignty*. Duke University Press.

Resource Format: Book

Student Accessibility: Full Access

Half life: A parable for the nuclear age. (1985). Camerawork Pty

Resource Format: Documentary

Student Accessibility: Full Access

Kehaulani Kauanui, J. (2018). *Paradoxes of Hawaiian sovereignty: Land, sex, and the colonial politics of state nationalism*. Duke University Press.

Resource Format: Book

Student Accessibility: Full Access

Trask, H. (1999). *From a native daughter colonialism and sovereignty in Hawai'i* (Rev. ed.). University of Hawai'i Press.

Resource Format: Book

Student Accessibility: Full Access

Watson, T.K. Mauna Kea is our modern-day kaho'olawe. Civil Beat.

<https://www.civilbeat.org/2019/07/trisha-kehaulani-watson-mauna-kea-is-our-modern-day-kahoolawe/>.

Resource Format: News Article

Student Accessibility: Full Access

Appendix I18: Syllabus

Hawai'i Pre-PQP A'21

Instructor: Professor Lauren Mathews, office: Goddard 311A, ext. 5938, lmathews@wpi.edu

- I. Course Description:** The purpose of this preparatory course is to enrich your experience both living and working in Honolulu, Hawai'i for seven weeks and to ensure that the cultural dimensions of the experience will be appreciated to the fullest. The overall goal is for you to become well-informed travelers, so you can make the most of your IQP experience.

II. Course Learning Objectives:

Upon completion of the course, students will:

1. Demonstrate respect and appreciation for the people and place of Hawai'i through means of critical analysis relating to historical events, ecology and geography, ethnic studies, culture, socioeconomics, and current events.
2. Analyze and reflect on personal identities, prejudice, bias, and stereotypes to recognize what it means to be a student traveler in Hawai'i.
3. Demonstrate the ability to work in teams, to communicate effectively, and to form interpersonal relationships.

III. Suggested Reading:

Aikau, H. & Gonzalez, V. (eds.). (2019). *Detours: A decolonial guide to Hawai'i*. Duke University Press. ISBN: 1478006498

Cost: \$25-\$30

Available on: [Amazon](#), Barnes & Noble, [Thriftbooks.com](#)

IV. Assignments and Evaluation:

| | |
|--|-----|
| <i>Class participation (individual)</i> | 30% |
| <i>Group-led class activity</i> | 25% |
| <i>Weekly discussion questions</i> | 20% |
| <i>Weekly reflection writing assignments</i> | 15% |
| <i>Final reflection writing assignment</i> | 10% |

V. Final Grade Policy:

| | |
|---------|----|
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| <70% | NR |

VI. Course Schedule:

| | Date | Instructor-Led | Student-Led |
|---------------|-------------|--|--|
| Week 1 | [X/X] | <i>Introduction and Module 1:</i> Historical Events of Hawai'i | ————— N/A ————— |
| Week 2 | [X/X] | <i>Module 2:</i> Environment and Geography of Hawai'i | <i>Module 1:</i> Historical Events of Hawai'i |
| Week 3 | [X/X] | <i>Module 3:</i> Ethnic Studies in Hawai'i | <i>Module 2:</i> Environment and Geography of Hawai'i |
| Week 4 | [X/X] | <i>Module 4:</i> Hawaiian Culture | <i>Module 3:</i> Ethnic Studies of Hawai'i |
| Week 5 | [X/X] | <i>Module 5:</i> Socioeconomics of Hawai'i | <i>Module 4:</i> Hawaiian Culture |
| Week 6 | [X/X] | <i>Module 6:</i> Contemporary Hawai'i and Current Events | <i>Module 5:</i> Socioeconomics of Hawai'i |
| Week 7 | [X/X] | Closing Activity | <i>Module 6:</i> Contemporary Hawai'i and Current Events |

VII. Preferred Name/Pronouns: I will gladly honor your request to address you by an alternate name or preferred gender pronoun. Please advise me of this preference early in the term so I may make appropriate changes to my records.

VIII. Students with Disabilities: If you need course adaptations or accommodations because of a disability, or if you have medical information to share with me, please make an appointment with me as soon as possible. Students with disabilities are encouraged to contact the [Accessibility Services Office](#), as soon as possible to ensure that such accommodations are arranged in a timely fashion.

IX. Policy on Plagiarism and Cheating: Cheating on exams or plagiarizing in written assignments will result in a 0 grade for that assignment. All team members are responsible for the work of the entire team; any plagiarism in a team assignment will result in a 0 for the entire team. Any incident will be reported to the WPI Judicial Board in accordance with the [Academic Honesty Policy](#). To plagiarize is 1) to appropriate and pass off as one's own (the writings, ideas, etc., of another), 2) to appropriate and use passages, ideas, etc. from another's text or product (Funk and Wagnells Standard Dictionary of the English Language, 1965). If you are in doubt about proper ways to attribute information to its original source, please contact me to set up a time to meet.

Appendix I19: Midterm and End-of-Course Survey

1. How satisfied are you with the content covered in this course?
2. What [has been/was] your favorite part of the course [thus far]?
3. What [has been/was] your least favorite part of the course [thus far]?
4. What would you change about the course?
5. How prepared do you feel to travel to Hawai'i for IQP [thus far]?
6. How useful [has been/were] the weekly homeworks for class preparation [thus far]?