“We Don’t Just Eat Coconuts and Wear Grass Skirts”

How I Know Hawaiian Culture

Visiting Hawaii
My friend teaching me
Taking a class
Watching Lilo and Stitch

Researching and Analyzing Representations of Hawaiian Culture in Oahu’s Tourist Industry

Natalie Szymanski: University of Hawaii - West Oahu
First-Year Writing Symposium: 2017
UH Hallmarks

Foundational Writing

Hallmark 1
Introduce students to different forms of college-level writing...guide them in writing for different purposes and audiences.

Hallmark 2
Provide students with guided practice of writing processes—planning, drafting, critiquing, revising, and editing—making effective use of written and oral feedback from the faculty instructor and from peers.

Hallmark 4
Help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information.
COMPOSITION II: Words Create Us
Spring 2016: Indigenous Education Learning Community Section

Major Projects
1. Snapshots: Words and Identity
2. Researched Argument of Representation
3. Group Representation Project
4. (Community Engagement)

Major Pedagogical Components
1. Remix of Stuart Selber: consumer → critical user → rhetorical producer
2. Information literacy
3. Process based, feedback-driven composing
4. Genre focused multimodality
You will choose either one of the examples or visits we do or another instance of representation and make an argument about the reality that it creates about the people, culture, and/or events it purports to represent. You will conduct research (yes, real college-like library, database, and internet research) in order to understand the multiple ways one can compare that research with your museum or artifact example, synthesize all these sources and make a coherent, original argument about the “reality” your example creates through its use of language, signs, and rhetoric.

**STEP 1: Visit, Research, and Analyze**
- First, you will need to visit AT LEAST TWO “sites of representation” on island.
- Next, you’ll need to find alternative research for whatever group of people, culture, cultural idea, or historical event your site claims to represent.
- Then, you’ll need to place these two sets of information and data next to each other and analyze them.

**STEP 2: Create and Communicate an Argument**
- Next you’ll take your analysis answers from above and create an argument you want to make.
- Lastly, of course, you have to communicate all this in an amazingly articulate (and MLA formatted and cited) piece of writing.
  - Introduction, WHAT, HOW, WHY, conclusion
  - (Meaningfully integrated) sources
CHAPTER 3:
The Poetics and Politics of Representing Others

- Introduction
- Establishing Definitions, Negotiating Meanings, Discerning Objects
- Fashioning Cultures: The Poetics of Exhibiting
- Captivating Cultures: The Politics of Exhibiting
Stage 1:
Site Exploration and Preparation

Potential sites of Representation
(Collaborative Google Doc)
Byodo temple; Kukaniloko Birth Site; Waimea Valley;
Turtle Bay; Polynesian Cultural Center; Dole Cannery;
Pearl Harbor; Hanauma Bay; Iolani Palace; Honolulu Art
Museum; Swap Meet; Haleiwa; Hawaiian Plantation
Village; Bishop Museum...

Readings: Theoretical Foundation and Language
WHAT & HOW: Representing others; museums’
objects, texts, contexts; sample museum exhibit analysis
Journals 1 & 2
Collaborative class notes (main pts; specific
details/examples/key terms; quotables)

Site Visit Guide
(Collaborative Google Doc)
Before you visit
What to bring
What to notice
Questions to ask yourself
Stage 2:
Research and Practice Site Visit

- Vote on Site for Full Class Visit
  - Google Form nomination and voting

- Library (Information Literacies) Workshop
  - UHWO Databases and Ulu Ulu archives
  - Journal 3 (research to prepare for practice visit)

- Reading: Theoretical Foundation and Language
  - WHY: The Politics of Representing Others
  - Journal 4 and collaborative class notes

- PRACTICE VISIT: Bishop Museum

- Debrief from Full Class Visit
  - Research and Analysis Guide (Collaborative Google Doc):
    - practice WHAT & HOW (analyzing and creating argument)
  - Practice WHY (ideological implications) = Journal 5
STAGE 3:
Composing Their Own Projects
Stage 4
Reflection

Student Reflections
New level of difficulty
- Time Commitment (research and drafting)
- Creation of own argument/ “decide for ourselves”
- Synthesizing primary research
- Planning and organization
- Research (“harder than HS lit review copy and paste”)

Extensions beyond classroom & Assignment
- Family and friends involved in visits and analysis
- “Can’t not see it”/compulsion to share biases and ideologies

Pride
- Never worked so hard on a paper
- “Never been so proud of a hot mess”

My Reflections
Unanticipated Surprises
- Level of difficulty
- “Feel some way about it!”
- Thesis and organization
- Research beyond summarization
- Engagement, interest, and critical thinking & writerly growth
Represented(?)
A Researched Argument

Stage 1: Site Exploration and Preparation
Stage 2: Research and Practice Site Visit
Stage 3: Composing Their Own Projects
Stage 4: Reflection

Let's Chat...

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  - Additional teaching materials
  - Course website