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Religion Class Educates About World Goddesses

By Cameron Enomoto | Staff Writer

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Every professor has their own way of supporting the students that take their courses. Professor Amanda Candēns, the instructor for Introduction to the World's Goddesses (REL 149), covers content in a way that instills courage and resilience in her students, over 90% of whom are female. Out of 35 students, there are usually 2 or 3 male students.

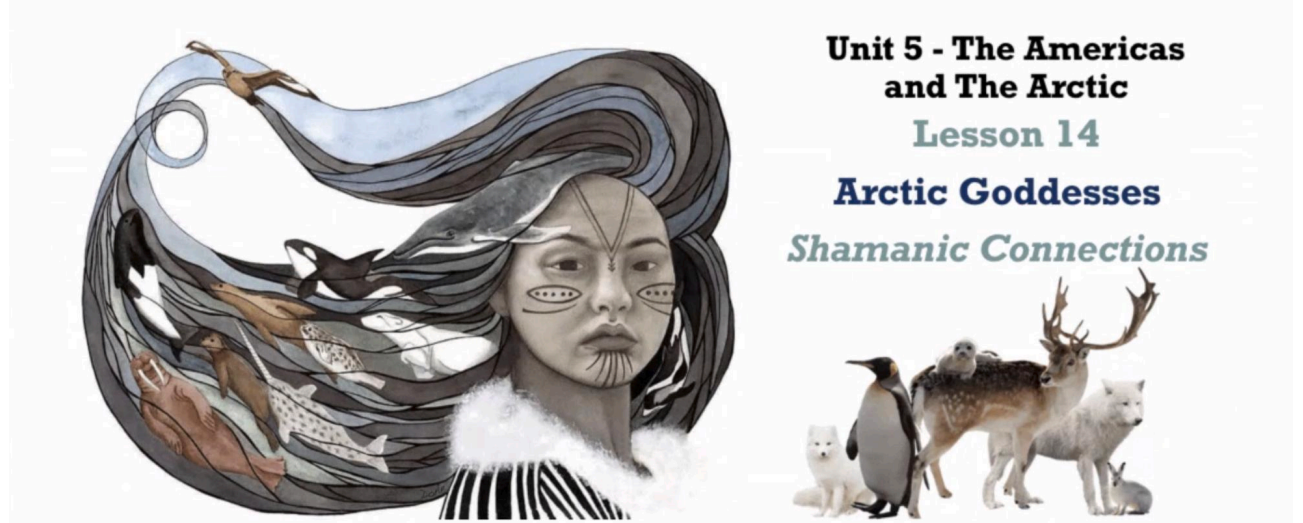
"The majority of students in my class identify as female, and I am thrilled when these women walk away with a sense of empowerment and confidence," Candēns said.

REL 149 became available to KCC students in Fall 2021 and has been offered at UH Mānoa since 2017. The course provides a cross-cultural analysis of the religious narratives, beliefs, practices, iconography, and sacred sites related to female deities in the Americas, Polynesia, Asia, the Middle East, Africa, and Europe from prehistory to 1500. Students will be able to gain a broader overview of the cultural traditions, religious beliefs, and practices surrounding female deities around the world.

Throughout the course, students will analyze narratives, devotional practices, theologies, iconographies, and the sacred sites of female gods and how they are located within their respective cultural milieu. Students will also examine the historical and geographical origins that situate the deities covered as well as the dominant religious motifs evident through cross-cultural analysis.

"I just fell in love with Hawaiian goddesses, akua wahine, so much," Candēns said. "It piqued my curiosity and I wondered, 'Well are there goddesses this amazing in other cultures?'"

Candēns created the course as part of her master's thesis in graduate school at UH Mānoa and spent many years researching the curriculum prior to its completion. Candēns is a non-traditional student and began pursuing a



Professor Amanda Candēns, the instructor for REL 149, teaches about goddesses from over 17 cultures. Pictured above is the Arctic goddess, Sedna. (Photo courtesy of Antony Galbraith and Amanda Candēns)

Unit 5 - The Americas
and The Arctic

Lesson 14

Arctic Goddesses

Shamanic Connections

"I am thrilled when these women walk away with a sense of empowerment and confidence." — Amanda Candēns, instructor

a 4-year degree when she was in her mid-30s. She completed her bachelor's in Hawaiian studies at UH Mānoa and holds a master's degree in Comparative World Religions, also from UH Mānoa. Additionally, Candēns earned a graduate certificate through the UH Mānoa College of Education specializing in online teaching.

"My course is entirely asynchronous, though I do have platforms for students to interact with one another if they choose," said Candēns. "I have found that a lot of my students crave connecting with their classmates and I have live discussions where they are able to explore content and build their relationships at the same time."

Candēns provides audio recordings to go with assigned readings and organizes course work so that necessary materials can be accessed easily.

"I have the same layout every week for the videos, readings, assignments, and quizzes," Candēns said. "For students who are having a difficult time I recommend doing the readings with the audio as well. Most of the time their grades improve, but I

think one of the more important things is what students take away from the class."

The first half of the course focuses on ancient goddesses and the second half covers indigenous goddesses. Some ancient cultures include Egypt, Greece, and Mesopotamia. The popular indigenous cultures that Candēns covers include Hawaiian and Māori goddesses. In addition to being offered at KCC, the REL 149 course is also offered to UH Mānoa students. The follow-up course, Women and Religion (REL 356), is centered around powerful priestesses, saints, and significant human women who worshipped the goddesses covered in REL 149.

One session of REL 149 is offered to students every semester. Candēns has shared that the summer course rarely reaches the capacity of 35 students, and it will be offered over the course of 12 weeks versus a six-week session. For students who have additional inquiries about the course, please contact Candēns at candens@hawaii.edu.

Voices & Views



(Photo by Juri Dagio)

Jose Zavala is a 62-year-old Culinary Arts student who was born in Mazatlan, Mexico. Zavala and his mother moved to Hawai'i when he was a 1-year-old.

Three years ago, during Zavala's work shift at the airport in Honolulu, he saw a flyer about KCC's culinary apprenticeship program. It was an awakening for him as he has always been passionate of culinary arts.

"I'm in culinary all my life," he said. "Main thing is, I've never received a proper education."

At the age of 17, Zavala was already a culinary junior apprentice. He also had an experience working as a chef in Beverly Hills.

"I want to increase my value to my employer," Zavala said. "I want to finish, get a degree, and now I'm almost there ... four more classes to go."

Despite his age of 62, having met the chefs and enjoyed the classes at KCC, Zavala decided to remain in school. He also works as the student assistant for the Kapi'olani Service and Sustainability Learning program (KSSLP).

Get to Know Your Professor: Sheryl Shook

By Cameron Enomoto | Staff Writer
Originally published Nov. 4, 2022

Most professors require textbooks from various authors for their courses, which can cost upwards of \$100. Professor Sheryl Shook, the instructor for the Science of Sleep course (PHYL 160), has written a zero-cost textbook that is available to all students and the public. As an ex-NASA employee and a proud Cherokee, there is more to Shook than meets the eye.

Shook, who has taught at KCC for 13 years, wrote the textbook for the Science of Sleep course in collaboration with Jason Ford and Dr. Sunny Pai. Ford helped to collect open images that are available to the public, for the book, and Pai taught her about open educational resources. Additionally, student artists created content for the textbook. The writing for the manuscript alone took almost a year, as the professor worked on the book during her free time outside of teaching. Putting everything together took another year, though Shook feels her efforts were worth the work.

"I value open educational resources because of the social justice aspect," she said. "Open educational resources have a tremendous impact because once you create a zero-cost textbook, you're increasing access to the course. You're already making the student population more diverse because students who before couldn't take it because they couldn't afford the book can take it."

Shook, who will be teaching PHYL 142, PHYL 160, and PHYL 160L asynchronously in the spring semester, is a caring and inspiring instructor who looks to bring out the best in all of her students. In her PHYL 160 course, it is evident in



Professor Sheryl Shook wrote the textbook for her Science of Sleep course and strives to create an educational environment where all students feel that they belong. (Photo courtesy of Sheryl Shook)

her lessons that she puts time into organizing content so that students will not only learn for themselves but share that information with others so that they may benefit as well.

Born and raised in California, Shook was first interested in astronomy, engineering, and psychology. Her interests led her to a degree in engineering from California Polytechnic State University in San Luis Obispo County. Soon after, she began working for a space station program at NASA's Johnson Space Center in Houston, Texas.

In her early 20s, she volunteered at a psychiatric unit in Southern California. There, she met patients who had schizophrenia, psychiatric problems, and neurological disorders.

"It was a big turnaround point for me because I had this really cushy job, living an easy life, and it's cool. But looking around, I started to see Los Angeles differently," Shook said. "From there, I realized that I wanted to help people. It's crazy that something

could be so wrong with your brain that you end up losing your job or getting addicted to something and end up being homeless."

She quit her job in the space station program and went to the University of California, Davis to get her doctorate in neuroscience. While working with neurosurgeons and in the seizure unit, Shook decided to study herbal medicine and wrote a book about neurologic disorders. In the process of writing her book, "Herbs and Nutrients for Neurologic Disorders," she received a message from one of her friends who encouraged her to apply for a teaching position at KCC.

Shook was selected and developed a love for teaching. She recalls the first few years being uncomfortable due to being nervous, but she enjoys learning and growing with students in her classroom. Recently, she presented a project at the National Indian Education Association in Oklahoma. Shook completed the project with her colleagues in a yearlong program called 'E Ho'i Nā Wai.

"I was taught how to support students' cultures and teach students in an indigenous way but then I had to figure out how to do it specifically for my class," she said.

Recently, Shook was selected to attend a three-week program in Senegal in January 2023. The program is sponsored by the United States Department of State with the purpose of learning how to teach students in a way that will help them understand cultures they might not have an opportunity to experience.

"Looking at West Africa and the diaspora, I will learn more about their issues, concerns, spirituality, environment, and so many other things," Shook said.

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The Board of Student Publications oversees and coordinates all publications at KCC including the newspaper, literary and art magazines, academic journals and yearbooks. The Board acts in an advisory capacity to the Student Engagement Coordinator and the College Administration and makes policy recommendations relating to all aspects of student publications. One of the major responsibilities is to oversee expenditure of funds collected from students as a publication fee. Follow us on Instagram ([kccbosp](https://www.instagram.com/kccbosp)).

Kapi'o News Staff



Welcome new staff writer **Micah Tutuvalu**.

Micah is a first-year student at Kapi'olani Community College majoring in Biological science with an emphasis in Neuroscience on the pre-medicine track. He hopes to transfer to a four-year college to pursue a degree in Neuroscience and eventually graduate from medical school. In his free time, Micah loves to watch sitcom shows, take on leadership roles, and he has an interest in researching the brain.

He can be reached at mtutu@hawaii.edu.

Lā Kū'oko'a, Hawaiian Independence Day, Prompts Celebration of Hawaiian Kingdom

By Cameron Enomoto | Staff Writer
Originally published Nov. 28, 2022

Every country celebrates its independence day. Canada has its day on July 1 followed by the United States on July 4, but what about Hawai'i? Prior to the overthrow of the Hawaiian Kingdom in 1893 and the annexation in 1898, Hawai'i was an independent nation.

On November 28, 1843, the British and French governments formally recognized Hawai'i as an independent nation by signing the Anglo-Franco Proclamation. Hawai'i was the first non-European nation to be recognized as independent and was welcomed into the Family of Nations. Today, Lā Kū'oko'a is recognized as Hawaiian Independence Day.

In recent years, there has been a surge in the celebration of Lā Kū'oko'a. This has prompted the Native Hawaiian community to relearn history and come together to celebrate the feats of their ancestors. Given the history and prominent events that have happened since then, many people feel a need to protest.

"Save the protests for another day," said Kealalōkahi Losch, a Native Hawaiian professor at KCC. "To me, November 28 is not the day to do that. We owe it to ourselves and to our country to celebrate. November 28 needs to be a day of celebration of the accomplishments of our ancestors."

At the time of Lā Kū'oko'a, colonialism was a common occurrence. Europeans created overseas colonies, but Hawai'i remained



Lā Kū'oko'a is a day of celebration for the Hawaiian community and a time to recognize the accomplishments of the Hawaiian Kingdom. (Photo by Cameron Enomoto)

untouched for 50 years. From Lā Kū'oko'a in 1843 to the overthrow of the Hawaiian kingdom in 1893, Hawai'i was run autonomously by Hawaiians.

"If there were a United Nations at the time, Hawai'i would have a seat at the table," said Donovan Preza, the Hawaiian Studies program coordinator at KCC. "This is a very rare occurrence because recognition was not being handed out to natives in 1843. It showed that Hawai'i had a different relationship with the European and American powers versus other places."

The recognition Hawai'i received came from the signing of a proclamation. According to Losch, one of the four pillars of being an independent nation is being recognized by other countries and this is accomplished by willingly entering into treaties. Countries will only sign treaties with other nations that they recognize as countries.

"Our ancestors had amazing foresight and utilized

ingenuity so that we would become players on a global stage," said Losch. "We understood what that meant and how important it was to be a part of the global community, not as someone's colony or a vassal state but as an equal partner."

Losch stated that Lā Kū'oko'a stems partly from Lā Ho'iho'i Ea, also known as Sovereignty Restoration Day. British Lord George Paulet seized the kingdom without authority for a brief period.

On July 31, 1843, independence was restored by British Admiral Richard Thomas who was sent by the British Crown to rectify the situation. This ordeal prompted Kamehameha III to send his trusted friend, Timoteo Ha'alilio, to secure recognition of independence diplomatically. On the return voyage to Hawai'i, Ha'alilio passed away. Though his efforts were successful and the independence of Hawai'i was celebrated for the next 5 decades.

Losch encourages people to fly the Hawaiian flag proudly and remember those who had the vision to see that the Hawaiian Kingdom could survive as an independent country.

"We led the way in ideas around neutrality, utilize innovation and technology, and strengthened our international education," said Losch. "These are things that KCC is known for, our ability to lead in those situations. I think we can take inspiration from the kingdom, and what better day to celebrate than Lā Kū'oko'a?"

Opinion: Snack & Chats Prioritize Student Voices

By Micah Tutuvanu | Staff Writer
Originally published Nov. 30, 2022

At one point in my educational journey, I struggled due to the inaccessibility of resources. I felt like I had no one to turn to, no one to talk to. My father had been laid off from his work, and it was a struggle to pay the bills.

Fortunately, my middle school counselor reached out to me, and offered a lending hand. They discussed programs that helped combat food insecurity and financial insecurity — issues that are prominent in student life. It felt as if a burden had been lifted from my shoulders. Prior to the free and reduced lunch program, my parents had a hard time paying for my and my brother's school lunch.

It is resources like these that I want students to know about.

When I thought about what I wanted to do here at Kapi'olani Community College, one of my biggest goals was to join Student Congress. As the public relations officer of Student Congress, I hope to let others know about resources that'll benefit them and combat issues in their life. I drew inspiration from my past and used that to help others who might be struggling now. Especially college students, who have to worry about paying off their tuition, grocery shopping and many other financial burdens.

Marketing is difficult because you have to appeal to the students. It was a concept I was not familiar with. I pondered on different ways to reach out to the students, but none of them worked. That is until one day I was scrolling through the Student Congress Instagram (@kapccsc) and found stories from 2019 about Snack & Chats.

A unique marketing tactic, Snack & Chats are casual conversations with



Student Congress secretary Julius Laurentius (right) greets a student during November's first Snack & Chat. (Photo by Timothy Lum)

students while snacking. A lot of students go hungry, so it'd be nice to feed them while they discuss their student life issues with us. I figured I'd bring it back, after its discontinuation due to the Covid-19 pandemic.

Student Congress hosted its very first Snack & Chat post-Covid on Nov. 2 at the Great Lawn. It was a success, gathering input from a vast amount of students from different walks of life. After noting its success, I decided that Student Congress will host it for the remainder of the school year on the first Wednesday and last Wednesday of the month.

The Snack & Chats will fall on these days on the Great Lawn (12 p.m.-2 p.m.)
Nov. 30 (Last Snack & Chat of the fall semester)
Jan. 11, Jan. 25, Feb. 1, Feb. 22, March 1, March 29, April 5, April 26, May 3

Like my counselor, I want to be able to reach out to students who are struggling. I want them to know that they're not alone.

Word on the Street

What time is considered too early to play Christmas music?

Originally published Nov. 9, 2022



Shaina Rangunjan

Age: 18
Hometown: Waipahu
Major: Health Science

"I don't think any time is too early. I just started playing Christmas music today to get in spirit."



Naomi Langi

Age: 18
Hometown: Kalihi
Major: Psychology

"I would say too early is before Thanksgiving. I want to have stuffing and turkey before I think about Christmas."



Mike Blas

Age: 38
Hometown: Kalihi
Major: Health Science

"I think too early would probably be around June or July. Some people start around September."

(Word on the Street is a regular feature that asks the same question to multiple people in the KCC community.)

Simple Tips For Surviving Finals

By Sarah Hendrix | Staff Writer

Originally published Dec. 5, 2017

This week, as finals are quickly approaching, it's important for students to use their time as resourcefully as possible. Time management can make or break the amount of studying students have for last minute projects and tests. Below are some helpful tips students can utilize to make the most of their time as finals approach.

1. Limit time on social media

Facebook, Instagram, Twitter and TikTok can waste a lot of time that could be used for studying. The easiest way to avoid using these apps during finals is to delete them. An alternative to deleting the apps could also be putting parental blocks that limit the amount of time students have to access social media.

Students that are in finals can limit their time on specific days of the week so that their study time is not wasted scrolling through social media. Apps that can provide social media blocks are called "OurPact" or "Freedom." Both are free and can be downloaded on a phone or tablet.

2. Put away Netflix

Netflix can be really tempting when students are looking for a study break. One episode can easily turn into a marathon and end up wasting hours of study time. Instead of finishing that one last episode of "Stranger Things" or starting a brand new Netflix series, put away the temptation and save the shows for Christmas break.

3. Find a productive study space

Depending on what environmental setting each student prefers to study in, this can look different for everyone. What is important is that students are able to find a space where they are able to study without getting distracted or interrupted. KCC has provided valuable study spaces for students like Lama library or 'Iliahi building. These spaces offer wifi, and the second floor of Lama library is a quiet zone for students that need silence to concentrate.

If students are unable to study at KCC, it is crucial for them to have a place at home or somewhere else in the community where they can have a productive place to study for finals.



Finals can be a harrowing time, but a few simple changes can help any student survive and thrive through the toughest time of the year. (Photo by Sarah Hendrix)

4. Organize notes

Students that organize their notes can save a lot of time when it's time to write exams. By going through the notes that have piled up all semester, students will find the material they need much faster if it is already organized. An easy way to do this is to buy folders to separate each class, hole punch handouts and buy dividers for binders. All of the materials that make organization much easier can be bought at the KCC bookstore, Walmart or any other school supply shop.

5. Don't procrastinate

This is the time of year where projects and tests can easily pile up. The best way for students to save themselves a lot of stress is to tackle projects before the due date is only a day away. Taking care of final semester projects, tests and quizzes can free up a lot of time to prepare for finals. The sooner students get that work out of the way, the more free time they will have to study for final exams.

6. Take short breaks

Taking short 10- to 20-minute breaks can help break up long study sessions. Taking time to break and make a snack or hydrate can help re-energize students to keep studying and push forward. Keeping the breaks short is important so that students don't lose momentum while they're studying.