University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition
   - B. Deletion
   - C. Modification: in credits in title in number or alpha in prerequisites or co-requisites Other

2. New Alpha, Number and Title
   HWST 275 Wahi Pana: Mythology of the Hawaiian Landscape
   Credits: 3 credits

3. Old Alpha, Number and Title

4. New Catalog Description
   Wahi Pana, Mythology of the Hawaiian Landscape, is designed to illuminate Hawaiian intelligence regarding the geographic features of these islands. Students will undertake a basic study of the natural sciences from a Western/modern perspective. They will then look at various Hawaiian chants and epic tales to explore the connections with indigenous knowledge forms found in a Hawaiian worldview. Cross-cultural comparisons are made with the goal of bringing forth specific, physical information about important Hawaiian places. Students will gain cultural awareness of their surroundings through the bridging of geography and the mythology studied, thus creating a more Hawaiian sense-of-place in our community.

5. Credits

6. New Catalog Description

7. Select box and type specific information in text box.
   - Prerequisites
   - Corequisites or
   - Recommended Preparation

8. Student Contact Hours Per Week
   - Lecture 3
   - Lecture/Lab
   - Lab
   - Other

9. Proposed Date of First Offering
   - Semester: Fall
   - Year: 2011

10. This course is proposed for the Liberal Arts Program. It can fulfill DH - Humanities. If Other, specify This course will fulfill requirements in the Hawaiian Studies Academic Subject Certificate, and A.A. elective credit.

11. This course Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
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<tbody>
<tr>
<td>UH Manoa</td>
<td>HWST 362 Pana O'ahu Famous Place Names</td>
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13. This course is (check one and click in appropriate textbox and provide details):
   - Already articulated with
     Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:
   - Appropriate for Articulation with
     Provide details of existing or desired articulation (date, college(s), purposes, pre-major or major, etc.) in this space:
   - Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   This course fills a need for additional Hawaiian Studies courses requested by the community and students and covers an area as of yet uncovered. This course was discussed in a meeting of Hawaiian Studies faculty and approved unanimously to be developed as one of our future offerings.

Requested by: [Signatures]
Approved by: [Signatures]

CCCM #6100 (Amended for WCC use October 2002)
Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title: HWST 275 Wahi Pana: Mythology of the Hawaiian Landscape

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
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<td>[Signature]</td>
<td>9/30/10</td>
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<td>9/30/10</td>
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2. Department

- [Signature]

Department Chairperson

Was this course discussed in a department meeting? ☑ Yes □ No

3. Division

- [Signature]

4. Curriculum Committee Review

Approved ☑

Disapproved □

Reason:

- [Signature] 10/19/10

Curriculum Committee Chairperson
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

Vice-Chancellor for Academic Affairs
Date 1/2/10

Chancellor
Date 1/2/10

CCC#6100 (Amended for WCC use October 2002)
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
New Course Proposal Form

WCC Form for New Course Proposals
(This sheet was originally pink.)

1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

This course meets several of our WCC Academic Development Plan goals. As a new 200-level course offering, this class strengthens our liberal arts program in an area of greater student demand (7.0 A), and it supports the goals of our Humanities Department by further developing Hawaiian Studies and Art related course offerings (7.0 C). This course also meets several of WCC’s Strategic Plan Action Outcomes. By developing courses in areas of demand for peoples who represent low-income populations and underserved areas (2.8), we believe that this course will help assist an "Increase...[in] the number of Native Hawaiian students who reenroll in the Spring semester and persist until the Fall" (1.5, 2.5). This course meets the educational demands of our Windward communities as expressed in both the SMS Windward Community Needs Assessment (2009) and the Windward Community College Hawaiian Studies Student Survey Report (2009). In both surveys the community and students stated that they would like to see an expanded Hawaiian Studies program including more course offerings in material Hawaiian culture.

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?

There will be additional staff required to teach some of the different projects that Hawaiian Studies will require of students. There may also be additional equipment needed.

3. Is a similar course taught elsewhere in the UH system? No. If yes, provide details of how this course differs from existing similar courses.

Although there is a course at UH Manoa that is related in name called Pana O‘ahu these are two very different classes. Students in this class do a much more comparative analysis across social and natural science ideas of the landscape and Hawaiian knowledge of the landscape to see where these perspectives work together and where they differ. The Manoa class covers all of O‘ahu. This class is specific to the places and natural functions of the Ko‘olau communities. The Manoa class requires the student to have finished the second year of Hawaiian language. There is no language requirement for the WCC class.

4. Is this course experimental and/or unique to Windward Community College? Yes. If yes, provide rationale and details of its impact on the College Curriculum

This course supports the Windward Community College Mission of creating culturally aware members within our community. It also promotes Windward Community College’s core value of intellectual freedom by recognizing Indigenous Hawaiian forms of knowledge. In doing so, this course helps to position the University of Hawaii as one of the world’s foremost indigenous-serving universities by supporting the success of Native Hawaiians through the confidence that comes with the recognition of their own cultural intelligence.

5. Is a similar course taught in the upper division level by a 4-year UH college? No. If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

Although there is a course at UH Manoa that is related in name called Pana O‘ahu these are two very different classes. Students in this class do a much more comparative analysis across social and natural science ideas of the landscape and Hawaiian knowledge of the landscape to see where these perspectives work together and where they differ. The Manoa class covers all of O‘ahu. This class is specific to the places and natural functions of the Ko‘olau communities. The Manoa class requires the student to have finished the second year of Hawaiian language. There is no language requirement for the WCC class.

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

CCCM #6100 (Amended for WCC use September 2002)
Original dated WCC 9/91
HWST 275 Wahi Pana: Mythology of the Hawaiian Landscape
3 Credits

INSTRUCTOR: 
OFFICE: 
OFFICE HOURS: 
TELEPHONE: 
EFFECTIVE DATE: Fall 2011

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

Prerequisites: HWST 107 or HWST 270

Wahi Pana, Mythology of the Landscape, is designed to illuminate Hawaiian intelligence regarding the geographic features of these islands. Students will undertake a basic study of the natural sciences from a Western/modern perspective. They will then look at various Hawaiian chants and epic tales to explore the connections with indigenous knowledge forms found in a Hawaiian worldview. Cross-cultural comparisons are made with the goal of bringing forth specific, physical information about important Hawaiian places. Students will gain cultural awareness of their surroundings through the bridging of geography and the mythology studied, thus creating a more Hawaiian sense-of-place in our community.

Activities Required at Scheduled Times Other Than Class Times

One Service Learning day is offered so that these connections can be properly explored on the landscape. The field trip is required, but there are alternative activities available if scheduling conflicts exist.

A separate Field Lab course is offered to explore these cross-cultural connections using the Koʻolau districts (Waimānalo to Waimea) as an outdoor resource for study.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Students will compare and contrast landscape descriptions, mythology, and human behavior from different cultural perspectives.
2. Students will analyze Hawaiian mythology as it applies to Hawaiian place names, Native Hawaiian social history, and Native Hawaiian relationship to the natural environment.

3. The student will explain the importance of place in the island ecosystem and the values of environmental sustainability.

**COURSE ALIGNMENT AND ASSESSMENT TOOLS**

*AA degree outcomes directly supported by this course include:*

- Recognize and respond to the wonders and challenges of the natural environment, both biological and physical.
- Use research and technology skills to access information from multiple sources; use critical thinking and problem-solving skills to evaluate and synthesize information to form conclusions, ideas, and opinions.
- Recognize one’s role in community and global issues with a respect for diverse cultures and differing views while embracing one’s own cultural values and heritage.
- Engage in civic activities with a sense of personal empowerment.
- Develop skills that improve personal wellbeing and enhance professional potential.
- Use knowledge and skills to maintain and improve mental and physical wellbeing.
- Pursue lifelong learning.

*Assessment Tools used to reach outcomes:*

1. In-class discussions
2. On-Line Essays & Discussions
3. Ethnography, Service-Learning, Scientific, or Historical Research Project
4. Written Paper for Project
5. Oral Presentation of Project
6. Community Service-Learning Experience
7. Written Thank You Letter(s) to Community Day Service-Learning Host(s)
8. Two On-Line Written Examinations
9. Campus Walks to Observe Geological Features and learn their Hawaiian Place Names
10. Optional Enrollment in GEOL150L Field lab course

*This course fulfills Diversification Requirements for the A.A. Degree in:*

- Arts, Humanities and Literature, Group 2
- Natural Sciences, Group 2

*This course also fulfills requirements for:*

- Hawaiian Studies Academic Subject Certificate

**COURSE TASKS**

Evaluation of the student’s achievement of course objectives will be based upon attendance and class participation, completion of homework assignments, projects, and written examinations.
50 points  **ATTENDANCE (30 points) AND COMMUNITY SERVICE-LEARNING DAY (20 points):** Active participation involves being present for all class sessions, submission of assignments prior to discussion, active listening, contribution to discussion, and asking pertinent questions. One (1) Point will be subtracted for any arrival over 10 minutes passed the agreed meeting time. The community service day is required, but is outside of class time, so alternatives can be proposed to the instructor in order to obtain these 20 points, assessed at 10 points for attending, 10 points for the thank you letter to the Service-Learning hosts.

50 points  **ON-LINE HOMEWORK ASSIGNMENTS:** Written summaries/reactions to reading assignments and lectures will occur throughout the semester (5 points per paper). These will take the form of On-line discussions through Laulima. Students are expected to post a discussion entry by Wednesday, then respond to two student posts by Friday along the same discussion topic.

50 points  **SEMESTER PROJECT:** The student will conduct a semester project on some aspect of the Hawaiian Landscape of interest to the student (50 points). The project includes a minimum 6-page (double-spaced) written report as well as a class presentation on the topic. Details regarding this project will be presented in class. Points are assessed on completion of EACH STEP in the process, including a project proposal, outline, rough draft, final paper, and an oral presentation on it.

100 points  **EXAMINATIONS:** A Mid-Term and Final Examination will be given covering the lecture topics, reading assignments, movies, demonstrations, discussions, and internet exercises/resources. 50 points per examination.

**ASSESSMENT TASKS AND GRADING**

**METHOD OF GRADING:**
The assignment of points will be according to the following protocol:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>50</td>
</tr>
<tr>
<td>Homework Assignments (10 online discussions @ 5 points each)</td>
<td>50</td>
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<tr>
<td>Class Project</td>
<td>50</td>
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<tr>
<td>Midterm Examination</td>
<td>50</td>
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<tr>
<td>Final Examination</td>
<td>50</td>
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<td><strong>Total Points:</strong></td>
<td>250</td>
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Each letter grade with its respective level of achievement is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100% of cumulative points possible</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89% of cumulative points possible</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79% of cumulative points possible</td>
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<tr>
<td>D</td>
<td>60% - 69% of cumulative points possible</td>
</tr>
</tbody>
</table>
F  below 60% of cumulative points possible
I  Incomplete: This temporary grade is given at the instructor’s option when a student has failed to complete a small part of a course because of circumstances beyond the student’s control. All required work must be completed by the last day of instruction of the succeeding semester.

LEARNING RESOURCES

Please See Course Resources and Reference List Attached After the Proposed Syllabus.

Additional Information

EXPECTATIONS OF STUDENTS:
The student is responsible for keeping abreast with any changes in the syllabus that are announced in class. All quizzes, exams, and assignments must be completed and submitted to the instructor at the specified time and date unless permission is granted by the instructor.

If a student is unable to take a quiz or exam at the scheduled time, the student is responsible for notifying the instructor of the situation and reason(s). The student is responsible for requesting a make-up quiz or exam. An appropriate scoring penalty may be assigned to this make-up quiz or exam at the instructor’s discretion. The student may be required to fulfill additional requirements as specified by the instructor in order to qualify for a make-up test. Retests are not permitted. Any quiz or exam not taken will be assigned a score of zero.

Success in this course will be enhanced by:
1. Demonstrating a positive, inquiring attitude toward all learning.
2. Setting aside adequate time for studying and working on problems.
3. Taking notes and reading the assigned literature.
4. Seeking the assistance of the instructor(s) as needed.
5. Attending all class sessions and responsibly completing all assignments and/or changes to the course syllabus.
6. Keeping abreast with or ahead of the syllabus.
7. Participating in all class discussions.

OTHER INFORMATION:
A student can determine his/her current grade at any time during the semester by dividing his/her cumulative points by the cumulative points possible, converting this value into a percentage, and referring to the table of letter grades shown above.

Any student wishing to be informed of his/her semester grade in advance of the official mailing of report cards should make such a request by E-mailing the instructor.

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this course.
class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.

Revised May 10, 2007

Proposed Syllabus: (Reading Assignments TBA, based on Chant/Epic Stories)

Week 1: Class & Student Intros

Week 2: An Overview of the Natural Sciences: Ecology, Geography & Geology, Meteorology & Oceanography, Biological & Marine Sciences

Week 3: An Overview of Hawaiian Culture & Mythology: Concepts, Themes, History, Deities, Chants & Genealogies

Week 4: Creation of the Universe—The Big Bang
The Kumulipo and other Creation Chants—Dualism, Land & Sea

Week 5: Mid-Term Review & Examination #1

Week 6: Kāne, Kana(lū/loa), & the Mo‘o—Kāne‘ohe Mythology

Week 7: Papa of the Coral Reefs; Haumea & the Birthing of the Islands

Week 8: Pelehonuamea & the Volcanoes: Characteristics of a goddess

Week 9: Hi‘iakaiakapiopele: Ethnographer & Natural Scientist

Week 10: Hinahānaikamalama & the Guiding Starlines of Kaha‘i

Week 11: La‘amaikahiki & the Industrial Works of Man(‘ahune)

Week 12: La‘amaomao & the Winds of Hawai‘i nei

Week 13: Final Review & Examination #2

Week 14: Presentations

Week 15: Presentations

Course Resources and Reference List; Portions of the following publications are utilized:


Honolulu: University of Hawaii Press.


