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

1. Type of Action
   - Addition Regular or [ ] Experimental or [ ] Other (click and type to specify)
   - B. Deletion
   - C. Modification: [ ] in credits [ ] in title [ ] in number or alpha
     [ ] in prerequisites or co-requisites [ ] Other (click to specify)

2. New Alpha, Number and Title HWST 275L Wahi pana: Mythology of the Hawaiian Landscape Field Lab

3. Credits 1 credit

4. Old Alpha, Number and Title

5. Credits *

6. New Catalog Description

   This Field Lab will support HWST 275. Together, they illuminate Hawaiian intelligence regarding the geographic features of these islands. The course highlights the Ko'olau districts (Waimanalo to Waimea) of O'ahu as a living classroom resource where the wahi pana (sacred places) and mythology of the landscape can be seen and appreciated. Students will explore connections between the social and natural sciences, and indigenous knowledge forms found in a Hawaiian worldview from observing their physical surroundings. Cross-cultural comparisons are made with the goal of bringing forth specific, physical information about important Hawaiian places.

7. Select box and type specific information in text box.
   - [ ] Prerequisites [ ] Corequisites or
   - [ ] Recommended Preparation
   - Enrollmenl or credit in HWST 275
   - Lecture component

8. Student Contact Hours Per Week
   - Lecture 0
   - Lab 3
   - Other (click to specify)

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

10. This course [X] is proposed for the Liberal Arts Program. [X] can fulfill DH - Humanities If Other, specify This course will fulfill requirements as an elective for the A.A. degree and the Hawaiian Studies Academic Subject Certificate.

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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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:

   - [X] Appropriate for Articulation with as a DH credit
   - 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: [Signature]
Proposer of the Course

Approved by: [Signature]
Curriculum Committee Chairperson

[Signature]
Faculty Senate Chairperson

[Signature]
Vice-Chancellor for Academic Affairs

CCCMM #6100 (Amended for WCC use October 2002)
Proposal to Initiate, Modify or Delete a Course

Levels of Review of Course Proposal at Windward Community College

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

Signatures

1. Department Area (more than one departmental instructor’s signature required)

   Department Head

   [Signature]

   [Date]

   [Signature]

   [Date]

   [Signature]

   [Date]

2. Department

   Department Chairperson

   [Signature]

   [Date]

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

3. Division

   [Signature]

   [Date]

4. Curriculum Committee Review

   Approved ☑

   Disapproved □

   Reason:

   [Signature]

   [Date]

   Curriculum Committee Chairperson

   [Signature]

   [Date]

CCCM #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.

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

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.

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

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WCC Form for Transfer Courses (blue). See criteria for transfer courses.
1. What change is proposed in the course? Provide specific information comparing both the "new" and "old" course.

2. What is the rationale for the change?

3. Is the change substantive enough to require a change in course identification? If so, explain thoroughly.

4. Is the course articulated with any 4-year program? *
   
   If yes, give details of the agreement(s) and explain any impact the proposed modifications may have on articulation.

5. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial considerations that would be required to implement this course modification. What has been done to provide for these additional costs? Who will teach the course? Is additional preparation needed?

6. Will this course modification result in any alterations in the number of hours required to attain a certificate or degree? * If yes, provide details and justification for these alterations.

7. If the course is renumbered to 100 or above, does it meet the criteria for transfer level courses? *
HWST 275L Wahl Pana: Mythology of the Hawaiian Landscape Field Lab
1 Credit

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

This Field Lab will support HWST 275. Together, they illuminate Hawaiian intelligence regarding the geographic features of these islands. The course highlights the Koʻolau districts (Waimānalo to Waimea) of Oʻahu as a living classroom resource where the wahi pana (sacred places) and mythology of the landscape can be seen and appreciated. Students will explore connections between the social and natural sciences, and indigenous knowledge forms found in a Hawaiian worldview from observing their physical surroundings. Cross-cultural comparisons are made with the goal of bringing forth specific, physical information about important Hawaiian places.

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.

Please allow for driving time to and from the field lab meeting location. Although some time will be given at the start of class to travel to the meeting location, and presentations are meant to stay within the parameters of the class meeting time, travel time is not considered for the drive home. Please allow for time to travel to your next destination after class ends at 3:30 p.m. Mahalo!

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:
1. Students will examine the physical properties of the geographic landscape to identify their place in Hawaiian myths.

2. Students will observe the physical properties of the physical landscape and describe them from a Hawaiian worldview.

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.
- 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 well-being.
- Pursue lifelong learning.

**Assessment Tools used to reach outcomes:**

1. On-site discussions
2. On-Line Essays & Discussions
3. Community Service-Learning Experience
4. Written Thank You Letter(s) to Hosts
5. One On-Line Written Examinations
6. Campus Walks to Observe Geological Features and learn their Hawaiian Place Names
7. Field trips to various ahupua'a within the Ko'olau districts to observe the physical landscape and associate them with mythology.

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

*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, quizzes, and written examinations.

**50 points**

**ATTENDANCE:** Attendance and active participation in this laboratory/field class are essential if the student is to benefit from enrollment in ANTH 165L. Therefore, the student must attend 10 of the 13 scheduled laboratory/field activities (Labs 2 - 14; see syllabus). The student will receive five points for fully attending each of these laboratory/field activities (50 points total).
PARTICIPATION: Active participation involves being present for all class sessions, submission of assignments prior to discussion, active listening, contribution to discussion, and asking pertinent questions. Points will be subtracted for any arrival over 10 minutes passed the agreed meeting time.

25 points  HOMEWORK ASSIGNMENTS: Thank you letters will be written to each person who shares their mana’o with the class, scheduled or otherwise. Please be prepared to hand these in the lab following such a visit. The points will be divided by the number of speakers for whom the letters are written, and graded by the number of letters completed by the student.

50 points  JOURNAL. The student will develop and maintain a journal in which observations, thoughts, and analyses of the laboratory/field activities are recorded (50 points total). This journal will be submitted at the end of the semester. The instructor may inspect these journals anytime throughout the semester.

50 points  EXAMINATIONS: A Field Examination on weather and beach assessments, and a Final Examination will be given covering the lecture topics, reading assignments, demonstrations, and internet exercises/resources.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>50</td>
</tr>
<tr>
<td>Journal</td>
<td>50</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>25</td>
</tr>
<tr>
<td>Field Examination</td>
<td>25</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50</td>
</tr>
<tr>
<td>Total Points:</td>
<td>250</td>
</tr>
</tbody>
</table>

Each letter grade with its respective level of achievement is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Definition</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>D</td>
<td>60% - 69% of cumulative points possible</td>
</tr>
<tr>
<td>F</td>
<td>below 60% of cumulative points possible</td>
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</tbody>
</table>

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


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 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 location)

**Week 1:**  Class & Student Intros

**Week 2:**  Waimānalo: Makapu‘u Lighthouse Hike

**Week 3:**  Kailua: Ulupo & ‘Alala

**Week 4:**  Kāneʻōhe: KMCBH tour of Ku‘au and Ulupa‘u

**Week 5:**  Heʻeia: Hui Kū Maoli Ola & Kealohi Point

**Week 6:**  Kahaluʻu: Ahualaka—the Sandbar

**Week 7:**  Waiheʻe: Waiheʻe Water Tunnel

**Week 8:**  Waiahole & Waikāne: Beach Park Walk and Talk

**Week 9:**  Hakipuʻu: Mōliʻi Fishpond & Mauka Loʻi tour

**Week 10:**  Kualoa & Kaʻa‘awa Valleys: The Floating Land of Kāne

**Week 11:**  Makaua & Kahana: Huilua & Kalehualoa

**Week 12:**  Laʻie & Malaekahana: Laniloa & Makahoa

**Week 13:**  Kahuku & Kawela: Turtle Bay Walk

**Week 14:**  Waimea: Beach & Valley Walk

**Week 15:**  Final Exam and class wrap-up