HWST 275 Wahi Pana: Mythology of the Hawaiian Landscape
3 Credits
TIME: 11:30 a.m. – 12:45 p.m.

INSTRUCTOR: Ian Akahi Masterson
OFFICE: Hale Kūhina 110
OFFICE HOURS: M & W 12:45 – 1:15 p.m. or by appointment
TELEPHONE: Office: (808) 235-7331
Cell: (808) 780-4064
EMAIL ADDRESS: imasters@hawaii.edu
EFFECTIVE DATE: Fall 2014

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: NONE, However…
A separate Field course (HWST275L) is offered to explore these cross-cultural connections using the Koʻolau districts (Waimānalo to Waimea) as an outdoor resource for study. Take them together.

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 HWST 275L 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 a written examination.

50 points ATTENDANCE (50 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.

50 points 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 handouts or online discussions through Laulima. If online, students are expected to post a discussion entry by Wednesday, then respond to two student posts along the same discussion topic by Friday.

50 points SEMESTER PROJECT: The student will conduct a semester project on either (1) an ahupua’a of choice, or (2) some aspect of the Hawaiian Landscape of interest to the student (50 points). The project includes a minimum 4-page (double-spaced) written report as well as a class presentation on the topic. Details
regarding this project will be presented in class.

50 points  EXAMINATION: A Final Examination will be given covering the lecture topics, reading assignments, movies, demonstrations, discussions, 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>Homework Assignments (5 discussions @ 10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Class Project</td>
<td>50</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>200</strong></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>
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</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>
</tr>
<tr>
<td>I</td>
<td>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.</td>
</tr>
</tbody>
</table>

LEARNING RESOURCES

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

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
Course Syllabus:  HWST 275 Wahi Pana: Hawaiian Mythology of the Landscape  
Fall Semester 2013

**UNIT I: The Ahupua’a as an Environmental & Socio-Economic Unit Expressing History**

Week 1, Class & Student Intros: Who we are based on where we are from…
Aug 25 What is an ahupua’a? Physical land features in an island environment
Semester Project Description and Choosing and Ahupua’a to report on
Homework#1: Read Johnson, 2008, pp. 1-18; Stewart, Names on the Land

Week 2: The Scientific Method as compared to the Hawaiian Method… The Kumulipo—
Sept 1 Ka Wā Akahi & Elua—Dualism & Ahupua’a Economics
Creation of the Universe: The Big Bang & Origins of Life:

Week 3: The Geology of the Hawaiian Islands & Voyaging Traditions:
Sept 8 Papa & the Birthing of Islands; Pelehuamea & Volcanics
Homework#3: Read Johnson, 1993 pp. 1-25 & 131-135; Swanson, Pele & Vulcanism

Week 4: Astronomy in the Tropics: Hinahānaiaakamalama & the Starlines of Kaha‘i
Sept 15 Archeo-Astronomical Sites in Hawai‘i Nei—Hakipu‘u Presentation
Homework#4: Read Masterson, CH6; and Johnson, 2008 pp. 278-293

Week 5: Sept 22 **Unit #1 Review (on Tuesday) and Exam (On Thursday of Week 5)**
Week 6: Project Week & Hawaiian Protocol Training
Sept 29 Kalani Kuloloia Kaneʻohe Place-name chant & Eho Mai Oli
Homework# 6: Johnson, 2008 pp. 293-310; and Masterson, 2010 CH 9

**Unit II: Natural Science from a Hawaiian Perspective**

Week 7: Kāne, Kana(lū/loa), & Keaomelemele—
Oct. 6 Koʻolaupoko Mythology
Homework#7: Read: Masterson, 2010 CH1-pp.1-8 & CH5-pp. 152-174, & Deity Chart (.pdf-online)

Week 8: Ka Wai A Kāne & the Hydrologic Cycle
Oct. 13 A Tail of the Moʻo : )
Homework #8: Read Ka Wai A Kāne Chant (.ppt-online), & Masterson CH 8

Week 9: Oceanography in an Island Environment:
Oct. 20 Moʻokū‘auhau ‘Elua o Kanalu & the Genealogy of Surfing
Homework#9: Read Masterson, CH5-pp. 132-152 & Ha‘iKaNalu-new .pdf-online

Week 10: Oct 29 **Unit #2 Review (on Tuesday) and Exam (On Thursday of Week 10)**

**Unit III: Hawaiian Mapping Concepts & Uses of the Environment**
Week 11: Geography in the Hawaiian Environment:
Nov 3  Hi‘iakaikapiopele: Ethnographer & Natural Scientist
Homework#11: Read Masterson, 2010 CH7 & Kahana Kai

Week 12: Geography of the Hawaiian Islands
Nov 10  La‘amaomao & the Winds of Hawai‘i Nei
La‘amaikahiki: Coastal Modifications & Aquaculture in Hawai‘i Nei
Homework#12: Read Masterson, Chapter 4 pp. 92-131

Week 13: Presentations & Pa‘ina
Nov 17  Homework#13: Finish Semester Projects & Prepare for your Presentation

Week 14: Nov 24  Presentations & Pa‘ina
Week 15: Dec 1  Presentations & Pa‘ina

Week 16: Bringing it all together...
Dec 8  Final Exam Review on Last Day of Class. ALL PAPERS DUE THAT DAY!

Week 17: Finals Week: Unit #3 Exam (TBA)
Dec 15

Field Trips to go with each class:

Huaka‘i#1: WCC Campus Walk—WCC Area Wahi Pana
Huaka‘i#2: H-3 Lookout—Kāne‘ohe Wahi Pana
Huaka‘i#3: Nā One A La‘a—Kāne‘ohe Bay Beach Park; Drive straight down the hill!
Huaka‘i#4: MEET AT 1:30 p.m. at Kualoa Ranch Education Center (by Coral Kingdom)
Hike to Puakea Heiau then up to Hattie’s place and around to the Lo‘i. Bring
shoes, water, sunscreen, a hat, insect repellent, a light rain jacket, and a swimsuit.
Huaka‘i#5: Kualoa Beach Park Moʻolelo; Meet at the End Parking Lot by the Lifeguard Tower
Huaka‘i#6: WCC Library Commons—Library Resources Tour & Semester Project Time!!!
Huaka‘i#7: He‘eia State Park/Ulumau Village—Weather Walk & Kāne‘ohe Bay Moʻolelo
Huaka‘i#8: Papahana Kuaola in Ha‘ikū (Ha‘a Kōlea) Bring a SWIMSUIT & towel, shoes,
water, sunscreen, a hat, insect repellent, and a light rain jacket
Huaka‘i#9: Drive to Kailua Beach Park, meet at the Lifeguard Tower for Moʻolelo
Huaka‘i#10: Waiāhole & Waikāne: Beach Park Walk and Talk
Huaka‘i#11: Drive to Kahana Bay, discuss the validity of Hi‘iaka’s Chant about Kahana
Huaka‘i#12: Meet at Makapu‘u Lookout for discussion on Koʻolau winds
Huaka‘i#13: Kahuku & Kawela: Turtle Bay Walk
Huaka‘i#14: Meet at the Pali Lookout for an overview of Koʻolaupoko
Huaka‘i#15: Final Field Examination; Meet in Classroom

Remember: What we do to our land, we do to our children…

Ua mau ke ‘ea o ka ‘aina i ka pono.
HWST 275 Wahi Pana: Hawaiian Mythology of the Landscape Project

Who are you based on where you are from? As Hiʻiakaiakpoliopele travels around the islands, she goes through many ahupuaʻa. In each place she must hail up the local people and introduce herself, relying on the graciousness of the host residents—but knowing full well that genealogically speaking she held an Akua status (godly kapu) that would outrank them if she was refused or challenged. Still today, Pacific Islander protocol at ritual ceremonies (i.e. at a Maori marae) includes a mihi/powhiti/introduction saying who you are based on where you are from. Choose a favorite place (here in Hawaiʻi) and bring forward the important aspects of that place so that you can build yourself a proper introduction from a Pacific Islander standpoint. The project consists of several steps including:

1. Ahupuaʻa fact sheet & map: a proposal stating what place you chose and why. Once accepted, a list of details about the place is required, as well as a map with the Hawaiian placenames on it.

2. Informational Brochure or Research Paper: a written narrative for each of those details explaining the meaning and reason for the names of each detail (i.e. myth behind the placename). The format for the written narrative can be a formal written paper, a consolidated brochure that you should share with people in your community would be best (see Kahana Kai example on your class website). Or, you may propose other creative ways to present the written information.

3. In-Class Presentation: a final presentation in front of the class where this information is shared, about 10 minutes long and including your introduction, pictures (ppt., etc.), & information on your ahupuaʻa, plus what you learned from your experience seeking out the knowledge about your favorite place. Your introduction should include a bit of genealogy of your own, at least your parents if not 2 to 3 generations back, or perhaps your ethnic origins and story of arrival to your favorite place.

4. Important aspects of place for you to research include:

   • Ahupuaʻa name: __________________________________________
   • Mauna (mountain): _________________________________________
   • Koʻolau Peaks (if applicable or different from mauna): ______________
   • Kai (ocean): _______________________________________________
   • Kahawai (stream): _________________________________________
   • Makani (wind): _____________________________________________
   • Rain: _____________________________________________________
   • Moku (offshore islands): _________________________________
   • Loko iʻa (fishponds): _____________________________________
   • Wahi Pana/ʻIli (special places/small land areas): ________________
   • Na Poʻe Kahiko (famous people of old): ______________________