HWST 270 Hawaiian Mythology (WI)
3 Credits - Online

INSTRUCTOR: Moore, Kalawaia
OFFICE: Hale A’o 201 (Moore)
OFFICE HOURS: By Appointment
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EFFECTIVE DATE: Fall 2015

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

'O keia ka wā kūpono e ho'onui aia ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'akeakamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kulanui e kāko'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'aauao 'oihana a me ka ho'onui 'ike ma ke kaiāulu — hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu’s Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence

CATALOG DESCRIPTION

A survey of gods, ʻaumakua, kupua, mythical heroes, heroines and their kinolau as the basis of traditional Hawaiian metaphor. (3 hours lecture)

Pre-Requisite(s): Credit for HWST 107 or HAW 102.

STUDENT LEARNING OUTCOMES

The Student Learning Outcomes for the course are:

1) Evaluate and analyze the relationship between Hawaiian moʻolelo, Hawaiian religion, and Hawaiian social structure.
2) Analyze how Hawaiian moʻolelo illustrate and set precedents for Hawaiian cultural values.
3) Compare and contrast Hawaiian and Western concepts of 'history' and 'myth'.
4) Identify and access major written and oral sources for Hawaiian moʻolelo.
5) Recount with details at least one Hawaiian moʻolelo and illustrate similarities with others.
6) Describe and classify different characters from Hawaiian moʻolelo.

Required Resources:

* Beckwith, Martha Hawaiian Mythology, Honolulu, Hawaiʻi: University of Hawaiʻi Press. 1970

Recommended Resources:

Bacchilega, Cristina, Legendary Hawaiʻi and the Politics of Place, University of Hawaiʻi Press, Honolulu, HI, 2008

* Fornander, Abraham, Fornander Collection of Hawaiian Antiquities, Volume 4, Honolulu, Hawaiʻi: Bernice Pauahi Bishop Museum. 1916
  [Link](http://www.ulukau.org/elib/cgi-bin/library?c=fornander4&l=en)

* Fornander, Abraham, Fornander Collection of Hawaiian Antiquities, Volume 5, Honolulu, Hawaiʻi: Bernice Pauahi Bishop Museum. 1918
  [Link](http://www.ulukau.org/elib/cgi-bin/library?c=fornander5&l=en)

* Fornander, Abraham, Fornander Collection of Hawaiian Antiquities, Volume 6, Honolulu, Hawaiʻi: Bernice Pauahi Bishop Museum. 1919
  [Link](http://www.ulukau.org/elib/cgi-bin/library?c=fornander6&l=en)


* Kamakau, Samuel Manaiakalani, Tales and Traditions of the People of Old: Nā Moʻolelo A Ka Poʻe Kahiko Honolulu, Hawaiʻi: The Kamehameha Schools Press. 1992

Kameʻeleiwi, Lilikalā, He Moʻolelo Kaʻao o Kamapuaʻa, Bishop Museum Press, Honolulu, HI, 1996

* Rice, William Hyde Hawaiian Legends, Bernice Pauahi Bishop Museum. 1923
  [Link](http://hbs.bishopmuseum.org/pubs-online/pdf/bull3.pdf)

* Westerveldt, William Drake, Legends of Old Honolulu, Boston, MA: Geo. H. Ellis Press. 1915
  [Link](http://babel.hathitrust.org/cgi/pt?id=uc1.$b737130;view=1up;seq=9)

  [Link](https://ia700400.us.archive.org/12/items/hawaiianhistoric00west/hawaiianhistoric00west.pdf)

* Westerveldt, William Drake, Legends of Maui – a demi god of Polynesia, and of his mother
COURSE CONTENT OUTLINE

Week #1 — Mythology Studies: Orientation, Introductions:
(1) An Overview of the course, Why is a course on Hawaiian Mythology important?
(2) Definitions: (a) the contrast of different types of myths, and (b) how myths differ from legends, tales, stories, narratives, etc., and
(3) How do we study mythology?

Reading Assignment:
1) Dundes, Alan, ed. By Simon J. Bronner, The Meaning of Folklore: the Analytical Essays of Alan Dundes, “Folklore as a mirror of culture -- The study of folklore in literature and culture: identification and interpretation”

Brief #1 Due Saturday, Aug. 29, 11:55pm

Week #2 — Hawaiian Mythology
(1) How moʻolelo differ from kaʻao. (2) Who are the major informants, authors, and researchers in the field of Hawaiian Mythology.

Reading Assignment:
2) Bacchilega, Cristina, Legendary Hawaiʻi and the Politics of Place, Introduction, pp. 1 - 28

Brief #2 Due Saturday, Sept. 5, 11:55pm
**Week #3 — Kū and Hina** - In Beckwith her informants say that Kū and Hīna were the first Gods here, all others came after. We will examine some of the moʻolelo about Kū and Hīna, and about Kū in particular.

**Reading Assignment:**
1) **Pukuʻi, Mary Kawena, and Greene, Laura**, Folktales of Hawaiʻi: He Mau Kaʻa'o, “The Legend of Niʻaeupoʻo,” “The Breadfruit Tree,” and “Kāne and Kū” pp. 21 – 34
2) **Beckwith, Martha, Hawaiian Mythology**, “The Kū Gods” pp. 13 - 30

**Brief #3 Due Saturday, Sept. 12, 11:55pm**

**Week #4 — Lono** – He came later, some say with Laʻamaikahiki as Lonoikaoualiʻi, some say he was here already, but he did become one of the four major Gods in Hawaiian life. The year was split between the time of Kū and the time of Lono marked by the celebration of Lono during Makahiki. He is an important God whose moʻolelo we must examine.

**Reading Assignment:**
1) **Beckwith, Martha, Hawaiian Mythology**, “Lono” pp. 31 - 41

**Brief #4 Due Saturday, Sept. 19, 11:55pm**

**Week #5 — Kāne and Kanaloa** – Kāne was worshipped as the highest God at one point. He became the prominent God for families to turn to, and his lore and association with Kalo, Water, Awa, and strong health are important. Kanaloa is revered by canoe sailors and fisherman, and while we have less written about him today he is still invoked in ancient pule as one of the four major important deities.

**Reading Assignment:**

**Brief #5 Due Saturday, Sept. 26, 11:55pm**

**Quiz One:** on Mythology, Kū, and Lono, Due Friday, Sept 25, 11:55pm
[Quiz will be open on Thursday, Sept. 24 at 12 noon]

**Week #6 --- Akua ʻē aʻe** – Beckwith categories many of our other Akua as holding a lower level status or operating at a different stratification. Let’s take a look and assess for ourselves.

**Reading Assignment:**
3) **Kamakau, Samuel**, Tales and Traditions of the People of Old, “ Of Kamehaʻikana Becoming a Goddess” pp. 11 – 13

**Brief #6 Due Saturday, Oct. 3, 11:55pm**
Week #7 — Nā Aumakua: Manō, Pueo, Moʻo — Aumakua are our relatives, and stories about their guidance, deeds, and sometimes mischievousness abound in our culture.

Reading Assignment:

Brief #7 Due Saturday, Oct. 10, 11:55pm

Final Paper Topic Due Sunday, Oct. 11, 11:55pm

Week #8 — Pele — She comes from another land and establishes herself and her family here in dramatic fashion. Her moʻolelo and their meanings are still the foundation of hula and our culture today.

Reading Assignment:

Brief #8 Due Saturday, Oct. 17, 11:55pm

Week #9 — Pele — Continued look at this important Akua in Hawaiian culture

Reading Assignment:

Brief #9 Due Saturday, Oct. 24, 11:55pm
Final Paper Outline: Due Sunday, Oct. 25, 11:55pm
**Week #10 — Kamapua’a** — Perhaps the most well known Kupua and trickster in Hawaiian culture, Kamapua’a exemplifies some of the more base male forms of Hawaiian archetypal behavior and values

**Reading Assignment:**
1) **Beckwith, Martha, *Hawaiian Mythology*, “Kamapua’a” pp. 201 – 213

**Brief #10 Due Saturday, Oct. 31, 11:55pm**

**Quiz Two:** on Kāne, Kanaloa, Pele, Akua ʻē aʻe, Nā Aumakua,
Due Friday, Oct. 30, 11:55pm
[Quiz will be open on Thursday, Oct. 29 at 12 noon]

**Week #11 – Hina** — a look at the different Hina(s) that exist from the Mother of Maui to the Goddess of the Moon

**Reading Assignment:**
1) **Beckwith, Martha, *Hawaiian Mythology*, “Hina Myths” pp. 214 – 225

**Brief #11 Due Saturday, Nov. 7, 11:55pm**

**Week #12 — Maui** — One of the more importantly shared figures in moʻolelo around the Pacific. We will look at some of the major moʻolelo that define Hi in Hawaiʻi including his wok with Manaiakalani, catching the sun, and getting the secret of fire.

**Reading Assignment:**
1) **Beckwith, Martha, *Hawaiian Mythology*, “Maui The Trickster” pp. 226 – 237

**Brief #12 Due Saturday, Nov. 14, 11:55pm**

**Week #13 — Haumea** — Also known as Papa. Haumea is the mother of Pele, the Goddess of childbirth, she is a mighty creator associated with Kū, and ulu (breadfruit).

**Reading Assignment:**
1) **Beckwith, Martha, *Hawaiian Mythology*, “Haumea” pp. 276 - 290

**Final Paper First Draft:** Due Sunday, Nov. 22, 11:55pm

**Extra Credit Brief:** Due Saturday, Nov. 21, 11:55pm
Week #14 – Great Migrating Chiefs and Ruling Chiefs – Beckwith gives us a good guide to use to examine the lore of our chiefs as extraordinary. We will look at both the chiefs that travelled from Kahiki to settle here, and those that established their mana born and raised in Hawai‘i.

Reading Assignment:
Brief #13 Due Saturday, Nov. 28, 11:55pm

Quiz Three: on Kamapua’a, Hina, Haumea, Maui, Due Friday, Nov. 27, 11:55pm
[Quiz will be open on Thursday, Nov. 26 at 12 noon]

Week #15 — Kupua and Tricksters – Kanaka that can shape shift into other beings, and those that play the role of tricksters abound in Hawaiian ka‘ao. We will examine a few of these and think about their existence in Hawaiian culture.

Reading Assignment:
2) Emerson, Nathaniel, Unwritten Literature of Hawai‘i: The Sacred Songs of the Hula, “Kawelo, the Shark Kupua” p. 79
Extra Credit Brief, Due Saturday, Dec. 5, 11:55pm

Week #16 -- Great Romances – We will briefly look at some of the romance stories in Hawaiian culture, and examine their details and any meaning we come to make of them.

Reading Assignment:
Extra Credit Brief, Due Saturday, Dec. 12, 11:55pm

Final Quiz: on Kupua, Chiefs, Romances, Due Tuesday, Dec. 15, 11:55pm
[Quiz will be open on Monday, Dec. 14 at 12 noon]

Final Paper: Due, Thursday, December 17, 11:55pm

****Course Syllabus Subject to Change****

COURSE TASKS and Grading

COURSE REQUIREMENTS AND TASKS:
Class Briefs: Student will write thirteen class briefs based on the week’s assigned readings. Each brief must be 2 – 3 pages double spaced and must contain a review of the reading material, as well as comments and questions. A rubric and a sample of a Class Brief will be made available during the first week to guide you in your preparation.

Quizzes: There will be four quizzes through the course of this semester based on the PowerPoints, lectures and any other notes that are given each week.

Final Paper: Students must complete a final paper. A deadline will be set for choosing a topic based on the course topics, or a related course topic. An outline of the paper with sources will be due beforehand, and a first draft of your paper will be due one month before the end of the semester. The final paper will be due on the last day of class.

Students will be graded as follows:

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<th>Assignment</th>
<th>Points</th>
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<td>Quizzes</td>
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<tr>
<td>Class Briefs</td>
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<td>Final Paper Topic (on Time)</td>
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<td>Final Paper Outline (on time)</td>
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<td>Final Paper First Draft (on time)</td>
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Grade scales:
A = 90 – 100% of total points
B = 80 – 89% of total points
C = 70 – 79% of total points
D = 60 – 69% of total points
F = less than 60% of total points

**All grades can be followed, tracked through the “Gradebook” section of our laulima course site.

** This syllabus is subject to changes and revisions

Make-up Policy:

- Quizzes: There are no make-ups for quizzes unless you let me know ahead of time that you will be missing the quiz for a valid reason, or unless you bring in a valid doctor’s note or some other official’s letter stating that there was no way you could carry out the task online.
- Assignments: There are no late reading assignments accepted for grades, but it is in your interest to complete the reading assignment sheets to help with your quiz studying
- **Jacob’s directive** is to always do your best, and don’t take anything personally.

Disabilities Accommodation:
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.

**LEARNING RESOURCES**

Course reading materials will be provided by PDF through the class Laulima site.

**Additional Information**

**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.*

I (incomplete), is given at the INSTRUCTOR’S DISCRETION if the student is unable to complete a small part of the course because of circumstances beyond your control. It is THE STUDENT’S responsibility to make up incomplete work with a minimum level (or better) of achievement. Failure to satisfactorily make up incomplete work within the appropriate time period will result in a grade change from “I” to the contingency grade identified by the instructor (see catalog).

CR (credit), 70% or above in total points. The student must indicate an intent to take the course as CR/N in writing by the end of the 10th week of classes (see catalog).

NC (no credit), below 70% or total points (see catalog). The NC grade will not be used as an alternative grade for an “F”

W (withdrawal), Official withdrawal from the course will depend on the course length at time course is offered.