WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kāiāulu 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'ohikī 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'ea akeā, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kāiāulu — ho'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, 'aumakua, kupua, mythical heroes, heroines and their kinolau as the basis of traditional Hawaiian metaphor.

STUDENT LEARNING OUTCOMES

Upon completion of the course, the student will be able to:

1. Evaluate and analyze the relationship between Hawaiian mo'olelo, Hawaiian religion, and Hawaiian social structure.
2. Analyze how Hawaiian mo'olelo 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 mo'olelo.
5. Recount with details at least one Hawaiian mo'olelo and illustrate similarities with others.
6. Describe and classify different characters from Hawaiian mo'olelo.

WRITING INTENSIVE HALLMARKS

1. Writing promotes learning of course content.
2. Writing is considered to be a process in which multiple drafts are encouraged.
3. Writing contributes significantly to each student's course grade.
4. Students do a substantial amount of writing, a minimum of 4,000 words. Depending on the types of writing appropriate to the discipline, students may write critical essays or reviews, journal entries, lab reports, research reports or reaction papers.
5. To allow for meaningful teacher-student interaction on each student's writing, the class is restricted to 20 students.

COURSE TASKS
1. Attendance - 100pts
   Daily attendance is MANDATORY and roll will be taken at the beginning of every class. Students arriving more than fifteen minutes late will lose their attendance points for that day. Students are allowed three absences but will be fined 5 points for every absence in excess of three. Please be courteous and contact the instructor in advance, if you will be missing a class. Fifty of these points will be given for participation in TWO MANDATORY individual conferences with the instructor (25pts per conference).

2. PechaKucha Presentation- 50pts
   Students will each be assigned an akua (or group of akua) on which they will become an “expert” during the course of the semester. This akua will be the subject of the major research component of this course, and also the subject of the PechaKucha presentation. The PechaKucha is a type of timed slide presentation (20 slides X 20 seconds each) we will be using for students to present their research in a concise manner. More information on this presentation is available on our Google Classroom site.

3. Weekly Question (ONLINE) – 150pts (2,000 words)
   Each student is responsible to answer a weekly question, which will be posted to the Google Classroom “Stream.” Responses to the weekly questions must be at least 100 words, but no more than 300. In addition, students are also responsible to responding to a classmate’s post every week. (Two responses total: one weekly question and one classmate response.)

4. In-class Writing Assignments and Exercises – 50pts (1,500 words)
   Students will complete several in-class writing exercises and assignments during the course of the semester. No make-ups will be accepted for in-class assignments. All in-class assignments should be written in a single bound notebook.

5. Final Paper - 150pts (1,500 words)
   The final paper is based upon a Hawaiian Mythological figure or group of akua, which students will choose on the first day of class. The final paper is made up of several smaller parts, each of which is explained in detail, along with due dates, on our Google Classroom site. Each piece of this assignment, as they are returned, should be kept in a single folder to be collected at the end of the semester.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Scaffold</td>
<td>25 pts</td>
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<tr>
<td>Outline</td>
<td>25 pts</td>
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<tr>
<td>Draft</td>
<td>25 pts</td>
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<tr>
<td>Conference w/ Instructor</td>
<td>25 pts</td>
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<tr>
<td>Final Paper</td>
<td>50 pts (1,500 words)</td>
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**TOTAL** 150pts

**TOTAL SEMESTER WORD COUNT: 5,000 words**

### GRADING

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>450 - 500</td>
<td>A</td>
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<tr>
<td>400 - 449</td>
<td>B</td>
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<tr>
<td>350 - 399</td>
<td>C</td>
</tr>
<tr>
<td>300 - 349</td>
<td>D</td>
</tr>
<tr>
<td>0 - 299</td>
<td>F</td>
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### POLICY ON LATE WORK

Students must turn in all work by the due date in order to receive full points on the assignment. Students who turn in late work will be penalized ONE LETTER GRADE per day for up to five days (including weekends), work more than five days late will not be accepted. Students should contact
the instructor in the case of any emergencies that would prevent them from turning in an assignment on time. Examples of “emergencies” would be health crises of the student or his/her immediate family, car accidents, or other exigent circumstances. Non-emergencies include: family weddings, vacations, conferences, or any other event that can be planned around. Instructor will determine, on a case-by-case basis, whether late work will be “excused” (i.e. no points deducted) or “unexcused” (i.e. points deducted according to the schedule above).

PLAGIARISM
Includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or drylabbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

CHEATING
Includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.

LEARNING RESOURCES
1. The resources for this course will be posted online to our Google classroom site “HWST 270 WI – Hawaiian Mythology CRN 61388.” In order to log on to this site, you must use your WCC email
2. To become a member of the site use the code: fakhi3
3. Bound notebook
4. Folder or Binder

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Day</th>
<th>Class Activity</th>
<th>Readings/Homework</th>
</tr>
</thead>
</table>
| P2  | Course Introduction  
Google Classroom  
Social Media Experiment  
Writing Activity |  
| P4  | Video: Holo Mai Pele  
Social Media Profile |  
| P2  | Kumulipo | Kame'elehiwa, Kumulipo |
| P4  | Traditional Hawaiian Metaphors  
Papahānaumoku and Wākea  
Papatuanuku and Ranginui  
Hei | Kame'elehiwa, Traditional Hawaiian Metaphor |
| P2  | Papa and Wākea continued...  
Writing Activity / Quiz |  
| P4  | Akua and 'aumakua | (1) Malo, Hawaiian Antiquities (Ch. 23 – The Worship of Idols)  
(2) Kamakau, Ka Poe Kahiko: The People of Old |
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity/Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>P2</td>
<td>Akua and `aumakua continued... Writing Activity / Quiz</td>
</tr>
</tbody>
</table>
| P4   | Heiau            | *(1)Kamakau, *Ka hana a ka poe kahiko: The Works of the People of Old* (Places of Worship and Rituals)  
(2)Kamakau, *Ka poe kahiko: The People of Old* (The Society) |
| P2   | Heiau continued... Writing Activity / Quiz |
| P4   | Menehune and Mû  | *(1) Kaiwi, *Hawaiian Annual* (Story of the Race of Menehunes of Kauai)  
(2) Thrum, *Hawaiian Annual* (Who or What Were the Menehunes) |
| P2   | Final Paper WORK DAY |
| P4   | Library Day |
(2) Kamakau, *Ka poe kahiko: The People of Old* (p 58-59)  
(3) Malo, *Hawaiian Antiquities* (Chapter 37 - Concerning the Luakini) |
| P4   | Lono and Makahiki| *(1) Gutmanis, *Na Pule Kahiko: Ancient Hawaiian Prayers* (Lono)  
(2) Kamakau, *Ka poe kahiko* (The Remedies of the Kahunas of Lonopuha)  
(3) Malo, *Hawaiian Antiquities* (Chapter 36 - Concerning the Makahiki) |
| P2   | Writing Activity / Quiz |
(2) Kamakau, *Ka poe kahiko* (Pohaku o Kane) and (Akua `Aumakua)  
(3) Handy, *Native Planters of Old Hawai’i* (Mythological Origin of Taro p. 80-83) |
| P2   | Individual Writing Conferences |
| P4   | Individual Writing Conferences |
| P2   | WĀ HO’OMAHA KUPULAU |
| P4   | WĀ HO’OMAHA KUPULAU |
| P2   | Female Akua      | *(1) Gutmanis, *Na Pule Kahiko* (Haumea)  
(2) Beckwith, *Hawaiian Mythology* (p 279-279 - Haumea)  
(3) Gutmanis, *Na Pule Kahiko* (Hina)  
(4) Thrum, *Hawaiian Annual* (The Hinas of Hawaiian Folklore) |
| P4   | Pele and Kamapua’a |
| P2   | Mo’o and ‘ilio   | *(1) Handy, *The Polynesian Family System in Ka-u, Hawai’i* (Mo’o – p125)  
(2) Kamakau, *Ka poe kahiko* (Mo’o forms – p82-87)  
(3) Handy, *Native Planters of Old Hawai’i* (Part Two – Plants and Animals – ‘ilio)  
(4) Kamakau, *Na Moolelo a ka Poe kahiko: Tales* |
### 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 ‘Ākoakoa 213 for more information.*

| P4 | Fish kupua and manō | (1) Thrum, *Hawaiian Annual* (Shark Beliefs - p121-132)  
(2) Kamakau, *Ka poe kahiko* (Shark Forms)  
(3) Kamakau, *Ka poe kahīkī* (Owl Gods) |
| P2 | Moa and bird akua | (1) Handy, *Native Planters of Old Hawai‘i* (Part Two – Plants and Animals – Moa and the Pele Migration)  
(2) Thrum, *Hawaiian Annual* (Lepe-a-moa)  
(3) Westervelt, *Hawaiian Legends of Old Honolulu* (The Owls of Honolulu) |
| P4 | ‘Anā’anā | Kamakau, *Ka poe kahiko* (O ka ‘anā’anā a ma ka hana ‘ino – Magic and Sorcery) |
| P2 | Maui and the Heroes | (1) Beckwith, *The Kumulipo* (Chant Fifteen)  
(2) Beckwith, *Hawaiian Mythology* (Maui the Trickster – p229-233) |
| P4 | Migratory chiefs and famous historical chiefs | (1) Kamakau, *Na Moolelo a ka poe kahiko* (Mo‘ikeha – p105-110)  
(2) Thrum, *Hawaiian Annual* (The Legends of Kawelo p119-128) AND (Tradition of Pa‘ao)  
(3) Kamakau, *Ruling Chiefs of Hawai‘i* (The Story of Umi) |
| P2 | FINAL PAPER WORK DAY | |
| P4 | Paper Presentations | |
| P2 | Paper Presentations | |

*and Traditions of the People of Old (The Story of Kaupē)*