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: Spring 2019

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mai ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Ka'aiulu 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 ʻakea, ka ho'ona'auao '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, ʻāumakua, 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 mo’olelo and illustrate similarities with others.
6) Describe and classify different characters from Hawaiian mo’olelo.

**Writing Intensive Hallmarks and Requirements**

Writing Intensive (WI) Courses are part of a University of Hawai‘i systemwide movement to incorporate more writing in courses from all disciplines. A WI course is a discipline-specific course in which writing plays a major integrated role. Students in course sections designated as a “WI” (preceding the course title in the Schedule of Classes) learn to understand course content through writing and to write in ways appropriate to that discipline.

English 100 is a prerequisite before students take the two required WI courses for the Associate in Arts degree. Students transferring to some bachelor’s degree campuses in the UH system may bring two or three WI courses with them to count for the bachelor’s degree. The hallmarks of a writing intensive course are:

- Writing promotes learning of course content.
- Writing is considered to be a process in which multiple drafts are encouraged.
- Writing contributes significantly to each student’s course grade.
- 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.
- To allow for meaningful teacher-student interaction on each student’s writing, the class is restricted to 20 students.

**Individual conferences between student and Instructor on writing assignments are required in WI courses at Windward CC**

**Required Resources:**

* Beckwith, Martha Hawaiian Mythology, Honolulu, Hawai‘i: University of Hawai‘i Press. 1970

**Recommended Resources:**

Bacchilega, Cristina, Legendary Hawai‘i and the Politics of Place, University of Hawai‘i Press, Honolulu, HI, 2008

* Fornander, Abraham, Fornander Collection of Hawaiian Antiquities, Volume 4, Honolulu, Hawai‘i: Bernice Pauahi Bishop Museum. 1916
  http://www.ulukau.org/elib/cgi-bin/library?c=fornander4&l=en

* Fornander, Abraham, Fornander Collection of Hawaiian Antiquities, Volume 5, Honolulu, Hawai‘i: Bernice Pauahi Bishop Museum. 1918
  http://www.ulukau.org/elib/cgi-bin/library?c=fornander5&l=en
* Fornander, Abraham, Fornander Collection of Hawaiian Antiquities, Volume 6, Honolulu, Hawai‘i: Bernice Pauahi Bishop Museum. 1919
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, Hawai‘i: The Kamehameha Schools Press. 1992

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

* Rice, William Hyde Hawaiian Legends, Bernice Pauahi Bishop Museum. 1923

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

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 Hīna Honolulu, HI: The Hawaiian Gazette Company. 1910
https://ia601409.us.archive.org/29/items/legendsofmauid00west/legendsofmauid00west.pdf

* Westerveldt, William Drake, Hawaiian Legends of Volcanoes, Boston, MA: Geo. H. Ellis Press. 1916
https://ia902704.us.archive.org/9/items/hawaiianlegendso00west/hawaiianlegendso00west.pdf

* Westerveldt, William Drake, Legends of gods and ghosts, Boston, MA: Geo. H. Ellis Press. 1915
https://ia600408.us.archive.org/2/items/cu31924029908781/cu31924029908781.pdf

* Green, Laura S., Folk-tales from Hawai‘i, Second Series, Vassar College Fieldwork in Folk-Lore (ed. Martha Warren Beckwith). Poughkeepsie: Vassar College. 1926

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**COURSE CONTENT OUTLINE**

*Week #1 — 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 Hawai’i and the Politics of Place*, Introduction, pp. 1 - 28

Brief #1 Due Monday

**Week #2 — Kū and Hina** - In Beckwith her informants say that Kū and Hina were the first Gods here, all others came after. We will examine some of the moʻolelo about Kū and Hina, and about Kū in particular.

Reading Assignment:

Brief #2 Due Monday

**Week #3 — 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
2) Pukuʻi, Handy & Handy, “The Makahiki Harvest Festival” pp. 327 – 388 in Native Planters in Old Hawaiʻi: Their Life, Lore, and Environment

Brief #3 Due Monday

**Week #4 — 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 #4 Due Monday

**Week #5 — 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:

Quiz One: on Mythology, Kū, and Lono, Due Sunday

Brief #5 Due Monday

Week #6 — Nā Aumakua: Manō, Pueo, Moʻo – Aumakua are our relatives, and stories about their guidance, deeds, and sometimes mischievousness abound in our culture.

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

Brief #6 Due Monday

Final Paper Topic Due Sunday

Week #7 — Nā Aumakua: Manō, Pueo, Moʻo (Continued) – We will continue this topic by reading specific moʻolelo on different Aumakua.


Brief #7 Due Monday

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:
2) **Westervelt, William Drake, Hawaiian Legends of Volcanoes**, “Pele and the Chiefs of Puna, Pele’s Tree, Pele and Kahawali, Pele and Kamapua’a, Pele and the Snow Goddess” pp. 27 – 62
Brief #8 Due Monday

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

**Reading Assignment:**
2) Emerson, Nathaniel B, *Pele and Hiiaka: A Myth from Hawaii. Selections*

Brief #9 Due Monday

Final Paper Outline: Due Sunday, Mar. 11, 11:55pm

**Week #10 – Pele** – Continued look at this important Akua in Hawaiian culture

**Reading Assignment:**
2) Emerson, Nathaniel B, *Pele and Hiiaka: A Myth from Hawaii. Selections*

Brief #10 Due Monday

**Week #11 — 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:**

Brief #11 Due Monday

**Quiz Two:** on Kāne, Kanaloa, Pele, Akua ʻē aʻe, Nā Aumakua,
Due Sunday

**Week #12 — 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:**

Brief #12 Due Monday
**Week#13 – 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
2) **Westerveldt, William Drake, Legends of Maui a Demi God of Polynesia and His Mother Hina, “Hina of Hilo”** pp. 139 – 145, “Hina and the Wailuku River” pp. 146 – 154

**Brief #13 Due Monday**

**Final Paper First Draft: Due, Sunday**

**After you hand in your Final Paper Draft...** Individual MANDATORY meetings between Students and Kalawaia concerning the outline must be scheduled either in person at WCC campus, or online through Blackboard Collaborate

**Week #14 — 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

**Brief #14 Due Monday**

**Week #15 — 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 work 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 #15 Due Monday**

**Week #16 – 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 Hawaiʻi.

**Reading Assignment:**
Extra Credit Brief #16 Due Thursday

** Individual MANDATORY meetings between Students and Kalawaia concerning the final paper draft must be scheduled either in person at WCC campus, or online through Blackboard Collaborate

Final Paper: Due, Thursday

Final Quiz: On Kamapua’a, Hina, Haumea and Maui, Due, Thursday

****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 and grades will be given for 1) choosing a topic based on the course topics, or a related course topic. 2) Submitting an outline of the paper with sources 3) Submitting a first draft of your paper 4) Meeting with Kalawaia either in person or by email to discuss your outline an first draft 5) Submitting the final paper

Students will be graded as follows:

- Quizzes 60
- Class Briefs 130
- Final Paper Topic (on Time) 5
- Final Paper Outline (on time) 5
- Final Paper First Draft (on time) 10
- Final Paper Meeting with Kalawaia 20
- Final Paper 30

260
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 assignments accepted for grades.
- **Kalawaiaʻa 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

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TITLE IX STATEMENT

Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: https://windward.hawaii.edu/Title_IX/.

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, WCC has resources to support you. To speak with someone confidentially, contact the Mental Health & Wellness Office at 808-235-7393 or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator, Karla K. Silva-Park, at 808-235-7468 or karlas@hawaii.edu.

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.