

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 2016

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 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'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, 'aumakua, 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 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 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, Ruling Chiefs of Hawaii (rev. ed.) Honolulu, Hawai'i: The Kamehameha Schools Press. 1992

* Kamakau, Samuel Manaiakalani, Tales and Traditions of the People of Old: Nā Mo'olelo A Ka Po'e Kahiko Honolulu, Hawai'i: The Kamehameha Schools Press. 1992

Kame'eleihiwa, Lilikalā, He Mo'olelo Ka'ao o Kamapua'a, Bishop Museum Press, Honolulu, HI, 1996

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

<http://hbs.bishopmuseum.org/pubs-online/pdf/bull3.pdf>

* 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](http://babel.hathitrust.org/cgi/pt?id=uc1.$b737130;view=1up;seq=9)

* Westerveldt, William Drake, Hawaiian Historical Legends, New York, NY: Fleming H. Revell Company. 1923

<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 Hina, 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

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”
- 2) **Campbell, Joseph**, *The Power of Myth, Myth and the Modern World*, pp. 1-43

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

Week #2 — Hawaiian Mythology

(1) How *mo’olelo* differ from *ka’ao*. (2) Who are the major informants, authors, and researchers in the field of Hawaiian Mythology.

Reading Assignment:

- 1) **Beckwith, Martha**, *Hawaiian Mythology*, Introduction vii-xxiii, and “The Coming of the Gods” pp. 1 - 11
- 2) **Bacchilega, Cristina**, *Legendary Hawai’i and the Politics of Place*, Introduction, pp. 1 - 28

Brief #2 Due Tuesday, Sept. 6, 11:55pm

Week #3 — 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 mo’olelo about Kū and Hina, and about Kū in particular.

Reading Assignment:

- 1) **Puku’i, Mary Kawena, and Greene, Laura**, *Folktales of Hawai’i: He Mau Ka’ao*, “The Legend of Ni’aupepo’o,” “The Breadfruit Tree,” and “Kāne and Kū” pp. 21 – 34
- 2) **Beckwith, Martha**, *Hawaiian Mythology*, “The Kū Gods” pp. 13 - 30

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

Week #4 — Lono – He came later, some say with La’amaikahiki as Lonoikaouali’i, 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 mo’olelo we must examine.

Reading Assignment:

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

Brief #4 Due Monday, 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:

- 1) **Beckwith, Martha**, *Hawaiian Mythology*, “The Kāne Worship” pp. 42 - 53, “Kāne and Kanaloa” pp. 60 -66, “The Land of the Gods” pp. 67 - 80

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

Quiz One: on Mythology, Kū, and Lono, Due Sunday, Sept 25, 11:55pm

[Quiz will be open on Wednesday, Sept. 21 at 12 noon]

Week #6 --- Akua ‘ē a‘e – 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:

- 1) **Beckwith, Martha**, *Hawaiian Mythology*, “The Lesser Gods” pp. 81 - 104, “The Sorcery Gods” pp. 104 – 121
- 2) **Westerveldt, William Drake**, *Legends Ghosts and Gods*, “Kalaipahoa, The Poison God” pp. 108 – 115, “Kauhuhu the Shark God of Moloka‘i” pp. 49 - 58
- 3) **Kamakau, Samuel**, *Tales and Traditions of the People of Old*, “ Of Kameha‘ikana Becoming a Goddess” pp. 11 – 13

Brief #6 Due Monday, Oct. 3, 11:55pm

Week #7 — Nā Aumakua: Manō, Pueo, Mo‘o – Aumakua are our relatives, and stories about their guidance, deeds, and sometimes mischievousness abound in our culture.

Reading Assignment:

- 1) **Beckwith, Martha**, *Hawaiian Mythology*, “The Guardian Gods” pp. 122 - 143, “The Soul After Death” pp. 144 – 164
- 2) **Puku‘i, Mary Kawena, and Greene, Laura**, *Folktales of Hawai‘i: He Mau Ka‘ao*, “The Story of Mikololou,” “Blossoms of Pā‘ula,” “The Brindled Dog,” “The Dog Pa‘e,” “The ‘Oau,” “The Story of the O‘opu,” “Kamanu and the Mo‘o,” “‘Iole the Rat and Pueo the Owl,” “The Eel and the Sea Cucumber,” “Pekekue,” “The Man Who Wanted to Eat Squid,” “The Woman Who Married a Caterpillar,” “The Man Who Killed Caterpillars,” pp. 78 – 112 (24 pages).
- 3) **Thrum, Thomas**, *Hawaiian Folk Tales A Collection of Native Legends*, “Battle of the Owls” by Joseph Poepoe pp. 200 – 202, “The Shark Man, Nanaue” by E.M. Nakuina pp. 255 - 268

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

Final Paper Topic Due Sunday, Oct. 9, 11:55pm

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

Reading Assignment:

- 1) Beckwith, Martha, *Hawaiian Mythology*, “The Pele Myth” pp. 167 - 179, “The Pele Sisters” pp. 180 – 189, “Pele Legends” pp. 190 - 200

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

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

Reading Assignment:

- 1) Puku‘i, Mary Kawena, and Greene, Laura, *Folktales of Hawai‘i: He Mau Ka‘ao*, “Rock of Hanalei and the Rock of Lēkia” pp. 49 – 50
- 2) Westerveldt, 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
- 3) Emerson, Nathaniel B, *Pele and Hiiaka: A Myth from Hawaii*. Selections

Brief #9 Due Monday, Oct. 24, 11:55pm

Final Paper Outline: Due Sunday, Oct. 23, 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
- 2) Kame‘eleihiwa, Lilikalā, *He Mo‘olelo Ka‘ao o Kamapua‘a*, pp. Introduction vii – xix, Genealogy and Family Origins 2 – 9, Battles with ‘Olopana and Lonoka‘eho 18 – 53, with Pele and Kapo 54 - 127

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

**Quiz Two: on Kāne, Kanaloa, Pele, Akua ‘ē a‘e, Nā Aumakua ,
Due Sunday, Oct. 30, 11:55pm**

[Quiz will be open on Wednesday, Oct. 26 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
- 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 #11 Due Monday, Nov. 7, 11:55pm

**** 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 #12 — Maui – One of the more importantly shared figures in mo’olelo around the Pacific. We will look at some of the major mo’olelo that define him in Hawai’i 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
- 2) **Westerveldt, William Drake**, *Legends of Maui a Demi God of Polynesia and His Mother Hina*, “Maui the Fisherman” pp. 12 – 30, “Maui Snaring the Sun” pp. 40 – 55, “Maui Finding Fire” pp. 56 – 77

Brief #12 Due Monday, 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. 20, 11:55pm ****

Extra Credit Brief: Due Monday, 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:

- 1) **Beckwith, Martha**, *Hawaiian Mythology*, “The Mo’ikeha La’a Migration” pp. 352 – 362, “Hawai’iloa and Pa’ao Migrations” pp.363 – 375, “Ruling Chiefs” pp. 376 – 386, “Usurping Chiefs” pp. 387 - 400

Brief #13 Due Monday, Nov. 28, 11:55pm

Quiz Three: on Kamapua’a, Hina, Haumea, Maui, Due Sunday, Nov. 27, 11:55pm
[Quiz will be open on Wednesday, Nov. 23 at 12 noon]

**** 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**

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:

- 1) **Beckwith, Martha**, *Hawaiian Mythology*, “Kupua” pp. 404 – 429, “Trickster Stories” pp. 430 – 447, “Riddling Contests” pp. 455 – 463, “The Kana Legend” pp. 464 – 477
- 2) **Emerson, Nathaniel**, *Unwritten Literature of Hawai’i: The Sacred Songs of the Hula*, “Kawelo, the Shark Kupua” p. 79

Brief #14, Due Monday, 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:

- 1) **Beckwith, Martha**, *Hawaiian Mythology*, “The Romance of the Swimmer” pp. 489 – 497, “Romance of the Island of Virgins” pp. 498 – 505, “Romances of Match-making” pp. 506 – 518, “Romances of the Dance” pp. 519 - 525

Extra Credit Brief, Due Saturday, Dec. 10, 11:55pm

Final Quiz: on Kupua, Chiefs, Romances, Due Tuesday, Dec. 13, 11:55pm
[Quiz will be open on Monday, Dec. 12 at 12 noon]

Final Paper: Due, Thursday, December 15, 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 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 and first draft
- 5) Submitting the final paper

Students will be graded as follows:

Quizzes	40
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	<u>30</u>
	240

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 Lulima site.

Additional Information**DISABILITIES ACCOMMODATION STATEMENT**

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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.