



UNIVERSITY of HAWAII®
WINDWARD
COMMUNITY COLLEGE

HWST 110 Hawaiian Voyaging
3 Credits
W 8:30 a.m. – 9:45 a.m.



UNIVERSITY of HAWAII®
WINDWARD
COMMUNITY COLLEGE

INSTRUCTOR: Ian Akahi Masterson
OFFICE: The Boar's Nest
OFFICE HOURS: By Zoom Appointment
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EFFECTIVE DATE: Fall 2021

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

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

This course introduces students to modern Hawaiian canoe voyaging through a beginning examination of the science and narratives of ancient voyaging, the history of the modern revival of voyaging, and the Hawaiian navigator's toolkit.

PREREQUISITES: none

COREQUISITE: none

Activities Required/Optional at Scheduled Times Other Than Class Times: none

STUDENT LEARNING OUTCOMES

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

1. Show knowledge of location of the Hawaiian Islands and island groups of Oceania.
2. Explain the various aboriginal and academic narratives relating to the migration to and settlement of Oceania.
3. Discuss the historical and cultural events leading to the revival and reestablishment of Hawaiian voyaging.
4. Demonstrate knowledge of the tools contemporary navigators use for open-ocean voyaging.

COURSE OVERVIEW

A. Goals of the Course

This course strives to blend the traditions of the ancient Polynesian voyaging culture with present scientific knowledge in order to prepare students who will be better able to contribute to a sustainable future for Hawaii's environment. The goals of the course are:

1. To provide the student with the fundamental knowledge and concepts of the physical and biological world, especially as related to our Hawaiian environment.
2. To enhance student awareness in the human endeavor of exploration and voyaging by developing the basic skills of seamanship and navigation.
3. To provide the student with both skills in and scientific approaches to voyaging and seamanship, both ancient and modern.
4. To cultivate and enhance the student's ability to reason by applying the scientific method and by utilizing traditional voyaging and seamanship skills.
5. To promote greater student appreciation and awareness of the impact which human activities have on our local and global environment.

B. Expectations of Students

Success in this course will be enhanced by:

1. a positive, inquiring attitude toward science and mathematics;
2. setting aside adequate time for studying and working problems;
3. reading the text carefully and making use of other learning materials whenever necessary;
4. seeking assistance from the instructor;
5. class attendance and responsibly fulfilling all course assignments and tasks;
6. keeping abreast with or ahead of the syllabus.

C. Mode of Instruction

Lecture/Discussion: The initial portion of each class period is used to review and clarify any questions from the previous class meeting. The remaining portion is used to present and discuss new materials. Appropriate audio-visual materials will be used to supplement the lectures. A field trip may also occur.

ASSESSMENT TASKS AND GRADING

Method of Evaluation

Evaluation of the successful completion of the Student Learning Outcomes for this course will be based on attendance, projects, classroom activities, and assessments (quizzes & exams) administered throughout the course. Points are assigned as follows:

1. Participation in Forum Discussion (20 pts/week 10 Modules)	200 points
2. Semester Assignments	100 points
3. Mālama Honua Project	100 points
4. Slideshow/SLO Achievement Checks & Course Evals	<u>100 points</u>
Total:	500 Points

Grading System

Each letter grade with its respective level of achievement is as follows:

Letter Grade	Definition
A	90% - 100% of cumulative points possible
B	80% - 89% of cumulative points possible
C	70% - 79% of cumulative points possible
D	60% - 69% of cumulative points possible
F	below 60% of cumulative points possible
I	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.

Credit/No Credit Option

Note: Refer to the current Schedule of Classes for CR/NC declaration deadlines. This grading option is not available in all courses and will not be offered to majors in required courses.

CR Achievement of objectives of course at the C level or higher. (course credit awarded)

NC Used to denote achievement of objectives of the course at less than C level under CR/NC option. (no course credits awarded)

N The "N" grade, which is issued at the instructor's option, indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies, (no course credits awarded)

W Official withdrawal from the course. See the Schedule of Classes for information regarding current semester deadlines. If a student officially withdraws within the erase period, the record of registration will not appear on the student's transcript. (no course credits awarded)

L Audited Course (no course credits awarded)

LEARNING RESOURCES

Required Materials ~ To find success in this class and understand the lectures, please read:

- http://archive.hokulea.com/ike/moolelo/voyaging_chiefs_kaneohe_bay.html
- http://archive.hokulea.com/ike/moolelo/voyaging_chiefs_intro.html
- http://archive.hokulea.com/ike/moolelo/discovery_and_settlement.html
- http://archive.hokulea.com/holokai/1995/finney_awarua.html

Recommended/Optional materials: <http://www.hokulea.com/>

Please review all tabs and then view the pages of this website that interest you. This site is a major

source of information for both of your projects. There are other materials under the Resources tab.

Mālama Honua Projects

Hōkūle‘a was the first voyaging canoe made in Hawai‘i during the modern era. She represents not only the pride of our Lāhui, but also the beginning of a voyaging resurgence across Oceania. This resurgence had everything to do with the continuing voyaging practices of the Micronesian people, in particular, Papa Mau Piailug from the island of Satawal, who the Polynesian Voyaging Society recruited to teach navigation as it had been practiced for millennia. Many more Pacific Nations have joined this voyaging renaissance, building and sailing their own canoes with Hōkūle‘a, and on their own. Hawai‘i now has several, including Hawai‘i Loa, Eala, ‘Ioseppa, and now the modern escort wa‘a for Hōkūle‘a, Hikianalia. and joined us in the 1985 voyage with their waka, including Te Tai o Hae from the Marquesas, then Takitumu and Te Au o Tonga from Rarotonga. Two decades later, Te Aurere and Ngahiraka Mai Tawhiti from Aotearoa joined in, adding to the fleet of oceanic voyagers. These canoes have voyaged all the ancient routes of Oceania, and now, the whole world. Hiki nō!

Project #1: PVS Worldwide Voyage

Choose a destination abroad (outside Oceania) that Hōkūle‘a visited, and share with the class about the geographic, socio-political, and cultural factors of that place. How similar or different are the cultural traditions of this island nation? Describe an environmental challenge that this nation faces today. What is being done to address this challenge locally? What can we do to help?

ADDITIONAL INFORMATION

- [MySuccess: Students may be referred for extra help or advising through MySuccess. Students can also explore resources at MySuccess.Hawaii.edu and windward.hawaii.edu/MySuccess]

DISABILITIES ACCOMMODATIONS

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 Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at (808) 235-7448, royinouye@hawaii.edu, or you may stop by Hale Kāko‘o 106 for more information.

SEX DISCRIMINATION AND GENDER-BASED VIOLENCE RESOURCES (TITLE IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

UH Confidential Advocate
 Phone: (808) 348-0663
 Email: advocate@hawaii.edu

Desrae Kahale, Mental Health Counselor & Confidential Resource

Windward Community College is an equal opportunity, affirmative action institution.

Phone: (808) 235-7393
 Email: dkahale3@hawaii.edu
 Office: Hale Kāko‘o 101

Karla K. Silva-Park, Title IX Coordinator
 Phone: (808) 235-7468
 Email: karlas@hawaii.edu
 Office: Hale Kāko‘o 128

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources and the University’s Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

ACADEMIC INTEGRITY (This section is optional)

[Work submitted by a student must be the student’s own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.]

ALTERNATE CONTACT INFORMATION

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka‘i 121

* Phone: (808) 235-7422

HWST 110 Fall 2022 Syllabus (subject to change)
Asynchronous
Huaka'i Wa'a: An Introduction to Hawaiian Voyaging
(Weekly Discussions & Regular Assignments also due)

Unit 1: Course Introduction

Week

1

Identify the expectations and goals of this course
Familiarize yourself with our learning community

Course Syllabus
Orientation
Made in Taiwan-Maori/Youtube historical montage

Ka Pae 'Āina 'o Hawai'i

Identify islands in the Hawaiian Archipelago

Materials

[Papahānaumokuākea Virtual Visit](#)
[Map with Hawaiian Names PMNM](#)

Week

2

Overview of Oceania

Identify islands and island groups in Oceania

Materials

[A Sea of Islands](#)
Cultural Areas of the Pacific (Map)
[Pacific Maps](#) (Ka'iwakīlōmoku)

Week

3

UNIT 2: Mo'olelo

Explain why Pele voyaged to Hawai'i

Materials

[Video: Pele Searches for a Home Introduction](#) (Voyaging Chiefs of Hawai'i)
Kumulipo Ko'olaupoko review.pdf

Voyaging Narratives

Describe one mo'olelo about a voyaging hero

Materials

Students choose one mo'olelo from [Polynesian Migration and Voyaging Stories](#), edited by Dennis Kawaharada (for example: [Mō'ikeha](#))

Migration Theories

Identify language similarities in Polynesia
Identify plants carried by Polynesians to Hawai'i
Identify animals carried by Polynesians to Hawai'i

Materials

[The Discovery and Settlement of Polynesia](#)
Made in Taiwan P.I. Video (UH Voyager library)

Week

4

Pacific Archaeology

Explain what evidence uncovered by 3 archaeologists suggests about Polynesian migration

Materials

[Video: Navigators Pathfinders of the Pacific Children of the Long Canoe](#)

Hō'ike

Materials

Study Guide

Week 5	Unit 3: Hawaiian Renaissance	Materials
	Explain why the Polynesian Voyaging Society was founded Describe Papa Mau's role in the revival of voyaging in Hawai'i	Founding the Polynesian Voyaging Society Video: Papa Mau The Wayfinder Voyaging and the Revival of Culture and Heritage
	Contemporary Wa'a & Nā Māhele o ka Wa'a	Materials
Week 6	Describe the growth of the family of voyaging canoes; Identify parts of the wa'a	Evolution of the Hawaiian Canoe Launching Hōkūle'a Sacred Forests: Hawai'i'loa In Search of the Ancient Polynesian Voyaging Canoes Parts of the Hawaiian Canoe Hōkūle'a Image Gallery
	Contemporary Voyages	Materials
	Explain how voyages of Hōkūle'a's have reawakened voyaging throughout Polynesia	Voyages of Awakening Gift of the Wind (Rapa Nui 1999) Kū Holo Mau: 2007 Voyage for Mau Mālama Honua WWV
	Unit 4: Kūkuluokalani	Materials
Week 8	Identify components of Kūkuluokalani Explain how Kūkuluokalani was developed	Video: The Star Compass A Hawaiian Compass (PVS Manual)
	Kilo Lani	Materials
	Explain how a wayfinder uses celestial clues to navigate	Star Navigation Predicting Weather: Reading Clouds & Sea States
	Kilo Moana	Materials
	Explain how a wayfinder uses the swells to navigate	Non-Instrument Weather Forecasting
	Review & Final Assessment	Materials: Study Guide