

Hawaiian Studies 270 WI, (S)Hawaiian Mythology

CRN: 61077

SPRING 2022, Room 106

Ma Ka Hana Ka 'Ike

'A 'ole Pau Ka 'Ike I Ka Halau Ho 'okahi

Instructor: Kameha'ikū Camvel

Office: Hale A'o 104

Office Hours: By Appointment.

Email: donnaono@hawaii.edu

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. This is a writing intensive, asynchronous course that will be conducted online.

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

COVID-10 ANDOMICRON VARIANT UPDATE

SPRING SEMESTER 2022, JANUARY 1, 2022



Aloha E Na Haumana:

Hauoli Makahiki Hou! Happy New Year! Here we are in the Spring 2022 Semester, my how fast the year went by. Please read this update over as it contains the most recent news from President Lassner of the UH Mānoa Campus and Windward Community College.

The 10 campuses of the University of Hawai‘i will temporarily move many Spring 2022 in-person courses to an online delivery for the first two weeks of the semester because of the record surge of COVID-19 cases in Hawai‘i due to the highly contagious Omicron variant. The first day of spring semester classes remains Monday, January 10 with a full return to scheduled course delivery on Monday, January 24.

President Lassner also urged everyone to get a COVID-19 vaccine booster shot as soon as they are eligible, typically six months after the final dose. He said that planning is underway to make booster shots part of the UH vaccination requirement for students and employees.

As of January 3, all UH students and employees are required to be fully vaccinated OR have a university approved medical or religious exemption. Those with an approved exemption are required to regularly submit proof of a negative test to the LumiSight UH daily health check app. Students who are 100% online are the only exception to the vaccine requirements.

To be on a UH campus, you must receive an all-clear from the LumiSight UH app, which means you have verified vaccination information, or have an approved exemption and a verified negative test result when you complete the daily health screening. **Everyone is also required to wear face masks when indoors and when outdoors near others.**

The health and safety of Windward Community College’s students, faculty, staff and community is our top priority. Maintaining and protecting the health and safety of all members of our campus community is our primary goal. All students and employees are expected to fully comply with the protocols and guidelines outlined in this document. We kindly ask for your understanding and kōkua in helping to uphold these standards and guidelines as we work together for the good of our campus.

As the health situation continues to evolve, further modifications to the course schedule may occur. We encourage you to regularly check the [schedule of classes](#), your [class schedule](#) and your [UH email](#).

Daily operations

All offices on campus are open during normal business hours with in-person, campus-based support, as required in the recent email. With the continued availability of telework, staffing for in-person operations will support effective service with consideration for reducing density in shared spaces.

LumiSight

LumiSight UH is an easy and convenient way for you to conduct a daily check of your health status prior to coming onto any UH campus or an off-campus facility.

You can upload your vaccination card and COVID-19 test results into the app as well. The app can be accessed via a [web browser](#) or mobile app ([Android](#) or [iOS](#)) and can be set to provide reminder notifications by email or mobile phone push notifications. Information on installing the mobile app can be found in the [Quick Start guide](#).

Safety measures

- Disposable face masks are available for forgetful students (and others) and face shields are available from several offices campus-wide
- Air purifiers will be placed in all classrooms with in-person instructional activities, as well as shared office spaces. Please inform your administrative lead of any unmet needs for air purifiers
- Touchless paper towel dispensers have been installed in bathrooms throughout the campus
- Touchless water bottle refill stations are currently being installed
- Hand sanitizer stations are located throughout the campus
- Hand sanitizer and regular cleaning supplies are available in shared office spaces as well as public-facing offices
- Hand sanitizers and regular cleaning supplies are available in all classrooms with in-person instructional activities. Our summer pilot courses have taught us that WCC students appreciate being able to clean their own seating/work areas before class begins
- We continue to conduct sanitation and deep cleaning activities

Non-compliance with health and safety measures

Students who refuse to comply with health and safety policies, such as wearing masks in classrooms or office spaces, will be subject to conduct code proceedings. In an event of non-compliance, security may be called to remove the student from the classroom or office space.

Visitors who refuse to observe campus and UH health and safety policies may be removed by security.

Employees who refuse to comply will be subject to progressive disciplinary action. <https://www.hawaii.edu/ohr/covid-19-info/safety-on-campus/face-coverings-on-campus/>



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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, royinouy@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:

Jojo Miller, Confidential Advocate

Phone: (808) 348-0663

Email: advocate@hawaii.edu

Office: Hale Kāko‘o 110

Desrae Kahale, Mental Health Counselor & Confidential Resource

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 ‘Ākoakoa 220

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/

Student Learning Outcomes for the Course:

- Evaluate and analyze the relationship between Hawaiian mo'olelo, Hawaiian religion, and Hawaiian social structure.
- Analyze how Hawaiian mo'olelo illustrate and set precedents for Hawaiian cultural values.
- Compare and contrast Hawaiian and Western concepts of "history" and "myth".
- Identify and access major written and oral sources for Hawaiian mo'olelo.
- Recount with details at least one Hawaiian mo'olelo and illustrate similarities with others.
- Describe and classify different characters from Hawaiian mo'olelo.

**Writing is
40% of your
grade**

The Hallmarks of a Writing Intensive Class:

1. The class uses writing to promote the learning of course materials.
2. The class provides interaction between the instructor and students while students do assigned writing.
3. Written assignments contribute significantly to each student's course grade.
4. The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.
5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

Course Requirements:

Conferences: Mandatory conferences with the instructor.

Textbook/Readings: The HWST 270 Hawaiian Mythology Course Reader is loaded onto Lulima for this course. Any additional or required readings, video links, and other media will be posted onto Lulima. All resources are copyrighted and are to be used for educational purposes only. They should not be reproduced without permission of the author and/or the publisher.

Students must have access to:

1. Computer and internet.
2. Computer software, i.e. Google applications, Word, Powerpoint.
3. Basic to moderate knowledge of the internet, i.e. navigation, uploading/downloading of documents and files.
4. Capability to listen to voice recordings and/or videos, as well as ability to record your own.

Attendance: Attendance is mandatory and will be recorded daily. You will be allowed two absences. After that, each unexcused absence will result in a 10 point penalty, which will be subtracted from your grade point total at the end of the course. **If you are having situations that preclude your attendance to class, please talk to the instructor.**

Assignments and Grading

1. Participation on the Laulima Discussion Board. Each student will post a response when assigned and participate in topic discussions. Each posted entry is worth 10 points for a total of 70.
2. Written Papers; short reaction papers, compare & contrast papers, and analysis papers will be assigned. Each of these papers are worth 10 points for a total of 40 points.
3. Writing Assignments: There will be 4 writing assignments worth 50 points each for a total of 200 points.
4. Digital Mo'olelo, worth 150 points. Criteria to be given by the instructor.
5. Kamapua'a Exam worth 100 points.

GRADE CALCULATION

560 - 535	A
534 – 509	B
508 – 483	C
482 – 457	D
457 - below	F

PLAGERISM

Plagiarism is the act of copying someone else's work and publishing it as your own. This includes text, media, and even ideas. Whenever another person's work is copied and republished without an appropriate reference or citation, it is considered plagiarism. Examples of plagiarism range from small infractions such as not putting quotes around a quotation to blatant violations such as copying an entire website. Even if the original content has been modified, such as an altered image or a reworded article, it is still considered plagiarism if no credit is given to the original source.

We live in a time when most information is available in a digital format. While this makes it easier to access information than ever before, it also makes it easier to plagiarize other people's work. All it takes is a simple copy operation to copy large amounts of text or images from another source. This content can be pasted into a document or another publication in a matter of seconds. Anyone with a website can potentially republish the content for the whole world to see, without citing the original author.

Because it is so easy to copy and paste digital information, plagiarism in the information age has become a serious problem. Fortunately, there are laws in place to protect against plagiarism. The most notable is international copyright law, which states that each individual's published work is automatically protected by copyright. This means others cannot copy the work without the author's approval and can be held liable for breaking the law if they do so. In 1996, the U.S. Senate passed

the Digital Millennium Copyright Act (DMCA), which heightened penalties for copyright infringements on the Internet.

Avoiding plagiarism is easy. It comes down to doing what's right. *If you use someone else's information, make sure you cite the source. When writing a paper, this means adding APA or MLA citations when you reference other publications. When publishing a website, it means adding a reference and a link to the website where the information is from. If you need to reference a large amount of content from another source, you should contact the author and ask for permission. That way, you can make sure you use and reference the information appropriately.*

If you need any help, please let the instructor know.

SYLLABUS FOR (WI & S) HWST 270 CRN: 61077		
DATE	TOPIC	ASSIGNMENT
T: 1/11 ZOOM	Ho'olauna/Introduction Course	Inclass video: "The Story of Stuff"
TH: 1/13 ZOOM	Introduction to the terms: mythology, mo'ō'ōlelo, mo'olelo, kā'ao & ka'ao	What does mythology mean to you? Is it just fanciful stories, historical narratives, fictional/non-fictional? What does it mean to "Net the universe?" Kā'ao versus ka'ao? What's the difference?
T: 1/18 ZOOM	The Hawaiian Moon Calendar	Course Reader: Pages 17 – 28. What is the significance of the moon calendar? Do any of you use the Hawaiian moon calendar, if so how? Do you think the moon calendar is relevant in today's world? Terms to know: Kau, Ho'oilō, Hōkū, Mahealani, Hoaka, Huna, Hua,. What are the 'Ole nights? Which moon nights are for the worship of Kane and Lono? What does the Mukū phase represent?.
TH: 1/20 ZOOM	Kū and the plethora associated representations	Reaction Paper #1 Read page 62 – 76. Write a descriptive essay on the Hawaiian akua Kū. What are modern-day parallels that can be drawn from the reading relative to Kū today? This assignment is due January 25, 2022 by email to Kumu

T: 1/25 ZOOM	Akua and Aumakua PPT: Ho‘omanamana	HWST 270 Course Reader 30-41 Discussion on Terms: Akua, ‘aumākua, kinolau,
TH: 1/27 ZOOM	Haumea	Reaction Paper #2 Video: Haumea -Establishing Sacred Space, Female Ceremonies and Heiau Due February 1, 2022.
T: 2/1 ZOOM	Pele	Compare & Contrast Paper #3 Write a comparative analysis of how the media presentations or portrayals of Pele differ in the story of Pele. Due February 8, 2022.
TH: 2/3	Sina In class videos on Sina	Sina Mo‘olelo Analysis Paper # 4 Complete watching the videos on Sina and write a comparison of the ways in which the story is told. How is it different? Who is telling the story?
T: 2/8	Mū and Menehune Video Clips	1. Watch remaining video on Menehune. 2. Read pages 57-61 in the Course Workbook on Mū & Menehune. Take notes and be ready to discuss in class on Thursday.

<p>TH: 2/10</p>	<p>UNIT 1: KUMULIPO</p> <p>The Kumulipo is a genealogical creation chant composed in Hawai'i for chief, Ka- 'Ī-i-mamao, around the 18th century. Consisting of 16 wā (era or period) this chant has over 2,000 lines that were passed down orally generation after generation until 1889 when it was first printed in Honolulu from a manuscript copy owned by King David Kalākaua. Queen Liliuokalani's translations were later printed in 1897 and Martha Beckwith's version in 1951. The Kumulipo is a cosmogonic creation chant, reflecting the mo'okū'auhau of Kānaka Maoli; it is our piko, our connection to the past that will never cease to bind generation to generation.</p> <p>Rubellite Johnson is a scholar and was a Professor of Hawaiian Language and Literature. She researched the history of the Kumulipo and therefore, gives an in- depth explanation of the creation chant revealing dualism, symbolism, and metaphor (kaona) within. She begins with pō (night, darkness) and ao (light, day), kāne (male) and wahine (female) and continues, summarizing the wā (era, period of time) revealing the duality in the birth of things ma uka (upland) and its counterpart ma kai (seaward), as well as in the names of plants, animals, birds, insects, gods, and kānaka (human beings). She uses today's issues to show the relationship of that of the past through the Kumulipo, to that of the present and future.</p> <p>In class: Vimeo Rubellite Kawena Johnson presents: Hawaiian Perspective of the Environment and Kumulipo Part 1</p> <p>Homework Assignment:</p> <ol style="list-style-type: none"> 1. Reading: Kumulipo: A Cosmogonic Guide to Decolonization and Indigenization (Kame'eleihiwa)
<p>T: 2/15</p>	<p>KUMULIPO CONTINUED:</p> <p>In class: Vimeo Rubellite Kawena Johnson Hawaiian Perspective of the Environment and Kumulipo Part 2</p> <p>Homework Assignment:</p> <ol style="list-style-type: none"> 1. Read the INTRO of <u>Queen Lili'uokalani's</u> version of the Kumulipo. Then, read <u>Martha Beckwith's</u> version in depth. As you read, <u>identify</u> & note the meiwi or Hawaiian literary devices of dualism, symbolism, and metaphor. Pay special attention to what is being born & in which wā (period). 2. WRITING ASSIGNMENT #1 (50 points): Complete a comparison and contrast essay between Lili'uokalani and Beckwith's introduction of the two Kumulipo two readings. Use some of the guide points below when writing your paper.

	<ul style="list-style-type: none"> • Worldviews • Language • Contextual Comprehension • Historical Perspectives <p>Writing Assignment Due February 17, 2022</p>		
TH: 2/17	<p>UNIT 2: KAMAPUA‘A</p> <ol style="list-style-type: none"> 1. Read “Traditions of Kamapua‘a,” by Fornander downloaded on Laulima. 2. Use the “Notes & Reading Guide” as you do the reading and answer the questions. This will be your study guide for the Kamapua‘a Content Quiz on Tuesday, March 1, 2022. 		
T: 2/22	MID-TERM CHECK UP		
TH: 2/24	<table border="1"> <tr> <td>PPT: Kamapua‘a and Pele</td> <td> <p>Discussion Board # 1 (10 points)</p> <p>Read pages 150 – 157 in the HWST 270 Course Reader. Go to Laulima. Click on Discussion. You will find the questions that you must answer. This assignment is worth 5 points for each correct answer for a total of 25 points.</p> </td> </tr> </table>	PPT: Kamapua‘a and Pele	<p>Discussion Board # 1 (10 points)</p> <p>Read pages 150 – 157 in the HWST 270 Course Reader. Go to Laulima. Click on Discussion. You will find the questions that you must answer. This assignment is worth 5 points for each correct answer for a total of 25 points.</p>
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T: 3/1	<p>UNIT 4: HINA</p> <p>KAMAPUA‘A CONTENT QUIZ</p> <p>WRITING ASSIGNMENT #2 (50 points)</p> <p>Read pages 159 – 166.</p> <p>Compare and contrast the versions of Hina. What are the similarities, what are the differences? What does Hina represent, what meiwi can you identify? Are you able to tease out of the different versions of Hina?</p> <p>Begin the assignment by thoroughly reading the mo‘olelo and then identifying:</p> <ol style="list-style-type: none"> 1. Place names (ahupua‘a, ‘ili, moku) 2. Names of people. 3. Names of plants (kinolau, body forms of the gods) 4. Weather or other phenomena (indicative of coming events) 5. Pule or prayers, and oli or chants. What is the deep meaning to you? <p>Take notes, review, begin to compare? Are the characters similar? What about occurrences throughout the story? Are the plots the same? What are the characters symbolic of? What kind of phenomena are happening in the story? What are they representative of?</p>		

	This essay is due by March 26 2022.	
TH: 3/3	Film: The Whale Rider	<p>Discussion Board #2 (10 points)</p> <p>Post your thoughts on the film using the guide below:</p> <ul style="list-style-type: none"> • Why was Paka or Koru upset when Paikea was born? • What does the whale (Paikea) represent? • Are leaders born? What are the signs or the makings of a good leader in this film? • What do you feel is the underlying message in this film and how is it mo'olelo?? <p>Please post your responses on the Laulima Discussion Board.</p>
T: 3/8	Modern-Day Mo'olelo	<p>Discussion Board # 3 (10 points)</p> <p>Post your thoughts on the 'Iewe incident.</p> <ol style="list-style-type: none"> 1. How have ancient traditions such as this story dealing with the 'iewe or afterbirth" passed down to us today? 2. What are your thoughts on the practice? 3. Have any of you experienced this cultural practice? 4. In what ways is this story a commentary on our lives in Hawai'i today?
TH: 3/10	<p>UNIT 5: KEAOMELEMELE</p> <p>In this unit, we will examine Part 1 of the Keaomelemele Mo'olelo.</p> <p>Discussion Board #4 (10 points)</p> <p>Parts 1 – 4 (pages 99-107)</p> <p>Go to the Laulima Discussion Board and follow the directions for posting.</p>	
SPRING RECESS: NO CLASSES 1/13 TO 1/17, 2022		
T: 3/22	<p>KEAOMELEMELE</p> <p>WRITING ASSIGNMENT #3</p> <p>Read Parts 5 – 11 (pages 108 – 123)</p> <p>Using the Meiwi Guide, list the meiwi in the Mokulehua Chant which Keanuenu chanted in Part 5 on page 109 -110.</p>	

<p>TH: 3/24</p>	<p>Analyze what's going on in Part 5 of Keaomelemele. This paper should be three pages long and should tease out the layered meanings associated with the elemental and atmospheric analogies associated with particular events in part 5.</p> <p>Refer to your Meiwi guide.</p>
<p>T: 3/29</p>	<p>KEAOMELEMELE Part 7 – 8 (pages 114 – 118) WRITING ASSIGNMENT #4</p> <p>Parts 7 & 8 have to do with the birth of Keaomelemele. Write an analysis on what the meiwi is portraying.</p> <ol style="list-style-type: none"> 1. What picture is being painted with the words based on what you have read so far. 2. What part of the mo'olelo does a switch up? 3. Who is Hi'ilei? 4. What does the mo'olelo say in terms of the environment. 5. What are the atmospheric events that occur to herald the events, such as the birth of Keaomelemele? 6. Who is Pali'uli? 7. How does the mo'olelo flow at this point? Is it confusing, are you able to understand the basics of what is going on? How are you going deeper into the mo'olelo and what are you seeing?
<p>TH: 3/31</p>	<p>KEAOMELEMELE Laulima Discussion Board #5</p> <p>Read Parts 9 – 10 (pages 118 – 127) Go to the Laulima Discussion Board and answer the questions posted.</p>
<p>T: 4/5</p>	<p>KEAOMELEMELE Laulima Discussion Board #6</p> <p>Parts 11 – 12 (pages 123-127) Go to the Laulima Discussion Board and answer the questions posted.</p>
<p>TH: 4/7</p>	<p>KEAOMELEMELE Laulima Discussion Board #7 Parts 13 – 15 (pages 128 – 135) Go to the Laulima Discussion Board and follow the directions posted there.</p>
<p>T: 4/12</p>	<p>Conferences Conferences will be scheduled for students on this day</p>

TH: 4/14	Conferences Conferences will be scheduled for students on this day
T: 4/19	Work on Digital Mo'olelo
TH: 4/21	Work on Digital Mo'olelo
T: 4/26	Work on Digital Mo'olelo
TH: 4/28	Work on Digital Mo'olelo
T: 5/3	LAST DAY OF INSTRUCTION Digital Mo'olelo Presentations Class Pa'ina, potluck
TH: 5/12	FINAL EXAMS