

HWST 275 Wahi Pana: Mythology of the Hawaiian Landscape

3 Credit Lecture

TIME: 11:30 a.m. – 3:15 p.m. Friday

INSTRUCTOR: Ian Akahi Masterson

OFFICE: Hale Kūhina 110

OFFICE HOURS: T & TH 1:30 – 2:30 p.m. or by appointment

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EFFECTIVE DATE: Spring 2023

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

Wahi Pana, Mythology of the Landscape, is a combined lecture and field lab course designed to illuminate Hawaiian intelligence regarding the geographic features of these islands. Students will undertake a basic study of the natural sciences from a Western/modern perspective. They will then look at various Hawaiian chants and epic tales to explore the connections with indigenous knowledge forms found in a Hawaiian worldview. Cross-cultural comparisons are made with the goal of bringing forth specific, physical information about important Hawaiian places. Students will gain cultural awareness of their surroundings through the bridging of geography and the mythology studied, thus creating a more Hawaiian sense-of-place in our community.

Activities Required at Scheduled Times Other Than Class Times: NONE, However...

A student may choose to do a Service-Learning program that requires hours outside class time.

STUDENT LEARNING OUTCOMES

The student learning outcomes for this course are:

1. Students will compare and contrast landscape descriptions, mythology, and human behavior from different cultural perspectives.
2. Students will analyze Hawaiian mythology as it applies to Hawaiian place names, Native Hawaiian social history, and Native Hawaiian relationship to the natural environment.
3. The student will explain the importance of place in the island ecosystem and the values of environmental sustainability.

COURSE ALIGNMENT AND ASSESSMENT TOOLS

AA degree outcomes directly supported by this course include: ***Assessment Tools used to reach outcomes:***

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| <ul style="list-style-type: none"> • Recognize and respond to the wonders and challenges of the natural environment, both biological and physical. • Use research and technology skills to access information from multiple sources; use critical thinking and problem-solving skills to evaluate and synthesize information to form conclusions, ideas, and opinions. • Recognize one's role in community and global issues with a respect for diverse cultures and differing views while embracing one's own cultural values and heritage. • Engage in civic activities with a sense of personal empowerment. • Develop skills that improve personal wellbeing and enhance professional potential. • Use knowledge and skills to maintain and improve mental and physical well-being. • Pursue lifelong learning. | <ol style="list-style-type: none"> 1. In-class discussions 2. On-Line Essays & Discussions 3. Ethnography, Service-Learning, Scientific, or Historical Research Project 4. Written Paper for Project 5. Oral Presentation of Project 6. Community Service-Learning Experience 7. Written Thank You Letter(s) to Community Day Service-Learning Host(s) 8. Two On-Line Written Examinations 9. Campus Walks to Observe Geological Features and learn their Hawaiian Place Names 10. Optional Enrollment in HWST 275L Field lab course <p><i>This course fulfills Diversification Requirements for the A.A. Degree in:</i></p> <p>Arts, Humanities and Literature, Group 2
Natural Sciences, Group 2</p> <p><i>This course also fulfills requirements for:</i></p> <p>Hawaiian Studies Academic Subject Certificate</p> |
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COURSE TASKS

Evaluation of the student's achievement of course objectives will be based upon attendance and class participation, completion of homework assignments, quizzes, and written examinations.

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| 300 points | <p>WEEKLY DISCUSSION QUESTIONS:</p> <p>Written summaries/reaction papers/discussion forums to reading assignments and lectures will occur throughout the semester.</p> |
| 100 points | <p>CULTURAL EXPLORATION ASSIGNMENT CHOICES: Written summaries/discussion forums to your choice of ethnographic activity will occur throughout the semester. These will include tasks a book report, movie analysis, online event (i.e. discussing sustainability issues etc.), volunteer service learning for an NGO or Hawaiian community at a site, attending a cultural event, etc.</p> |
| 100 points | <p>SEMESTER PROJECT: Hawaiian Mythology of the Landscape Magazine!</p> <p>The student will conduct a semester project on either (1) an ahupua'a of choice, or (2) some aspect of the Hawaiian Landscape of interest to the student (100 points). The project includes a 600-800 word written article for the Magazine as well as a class presentation on the topic. Details regarding this project will be presented in class.</p> |

- 100 points** **EXAMINATIONS:** A Mid-Term and Final Examination will be given covering the lecture topics, reading assignments, movies, demonstrations, and internet exercises/resources. 50 points per exam.
- 160 points** **ATTENDANCE & PARTICIPATION:** Attendance is important, please join our class every period. I do not record my lectures for each class, but rather, I am developing standardized lectures for my asynchronous classes, which will be made available as they are completed. Active participation involves being present for all class sessions, submission of assignments prior to discussion, active listening, contribution to discussion, and asking pertinent questions. Points will be subtracted for any arrival over 10 minutes late. 5 points per class for 16 weeks.
- 40 points** **CES COURSE EVALUATIONS:** During the final two weeks of classes, you will receive an email from CES System, our course evaluation system for you to evaluate me as an instructor as well as the course content, delivery, etc. Your job is to complete the survey, which closes the final day of classes before the Exam Periods begin. Upload a screenshot of your completion page to get the credit.

ASSESSMENT TASKS AND GRADING

METHOD OF GRADING:

The assignment of points will be according to the following protocol:

Activity	Points
Weekly Discussion Questions	200
Ethnographic Project Options	100
Semester Project	100
Assessments	100
Attendance & Participation/Lecture Viewing/CES Evaluation	<u>200</u>
Total Points (with options to do more):	700

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

Letter Grade	Definition
A	600+ cumulative points
B	500-599 cumulative points
C	400-499 cumulative points
D	300-399 cumulative points
F	250 cumulative points or less

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.

LEARNING RESOURCES

Please See Course Resources and Reference List Attached After the Proposed Syllabus.

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 'Akoakoa 213 for more information. Revised May 10, 2007

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**Course Syllabus: HWST 275 ~ Wahi Pana: Hawaiian Mythology of the Landscape
Fall Semester 2023**

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### **UNIT I: The Ahupua'a as an Environmental & Socio-Economic Unit Expressing History**

- Week 1:        Class & Student Intros: Who we are based on where we are from...  
                  What is an ahupua'a? Physical land features in an island environment  
                  Semester Project Description and Choosing an Ahupua'a to report on  
Homework#1: Read Johnson, 2008, pp. 1-18; Stewart, Names on the Land
- Week 2:        The Scientific Method as compared to the Hawaiian Method... The Kumulipo—  
                  Ka Wā Akahi & Elua—Dualism & Ahupua'a Economics  
                  Creation of the Universe: The Big Bang & Origins of Life:  
Homework#2: Read Johnson, 2008 pp. 19-46 & Herb Kane, 1987, *Pele* p.10-30
- Week 3:        The Geology of the Hawaiian Islands & Voyaging Traditions:  
                  Papa & the Birthing of Islands; Pelehonuamea & Volcanics  
Homework#3: Read Johnson, 1993 pp. 1-25 & 131-135; Swanson, Pele & Vulcanism
- Week 4:        Astronomy in the Tropics: Hinahānaiakamalama & the Starlines of Kaha'i  
                  Archeo-Astronomical Sites in Hawai'i Nei—Hakipu'u Presentation  
Homework#4: Read Masterson, CH6; and Johnson, 2008 pp. 278-293
- Week 5:        ***Unit #1 Exam***
- Week 6:        Project Week & Hawaiian Protocol Training  
                  Kalani Kuloloia Kane'ohe Place-name chant & Eho Mai Oli  
Homework# 6: Johnson, 2008 pp. 293-310; and Masterson, 2010 CH 9

### **Unit II: Natural Science from a Hawaiian Perspective**

- Week 7:        Kāne, Kana(lū/loa), & Keaomelemele—  
                  Ko'olaupoko Mythology

Homework#7: Read: Masterson, 2010 CH1-pp.1-8 & CH5-pp. 152-174,&Deity Chart (online)

Week 8: Ka Wai A Kāne & the Hydrologic Cycle  
A Tail of the Mo‘o : )

Homework #8: Read Ka Wai A Kāne Chant (.ppt-online), & Masterson CH 8

Week 9: Oceanography in an Island Environment:  
Mo‘okū‘auhau ‘Elua o Kanalu & the Genealogy of Surfing

Homework#9: Read Masterson, CH5-pp. 132-152 & Ha‘iKaNalu-new .pdf-online

Week 10: *Unit #2 Exam*

**SPRING BREAK! Happy Spring Equinox!!!**

### **Unit III: Hawaiian Mapping Concepts & Uses of the Environment**

Week 11: Geography in the Hawaiian Environment:  
Hi‘iakaikapoliopole: Ethnographer & Natural Scientist

Homework#11: Read Masterson, 2010 CH7 & Kahana Kai

Week 12: Geography of the Hawaiian Islands  
La‘amaomao & the Winds of Hawai‘i Nei  
La‘amaikahiki: Coastal Modifications & Aquaculture in Hawai‘i Nei

Homework#12: Read Masterson, Chapter 4 pp. 92-131

Week 13: Apr 7 Ka Lae o ka Manu Mo‘olelo of Kahikilani – Ko‘olauloa

Homework#13: Finish Semester Projects & Prepare for your Presentation

Week 14: Apr 14 Presentations & Pa‘ina

Week 15: Apr 21 Presentations & Pa‘ina

Week 16: Bringing it all together...

**Final Exam Review on Last Day of Class. ALL PAPERS DUE THAT DAY!**

Week 17: Finals Week: *Unit #3 Exam (TBA)*

***Remember: What we do to our land, we do to our children...***

***Ua mau ke ‘ea o ka ‘āina i ka pono.***

## HWST 275 Wahi Pana: Hawaiian Mythology of the Landscape Magazine!

Who are you based on where you are from? As Hi‘iakaikapoliopole travels around the islands, she goes through many ahupua‘a. In each place she must hail up the local people and introduce herself, relying on the graciousness of the host residents—but knowing full well that genealogically speaking she held an Akua status (godly kapu) that would outrank them if she was refused or challenged. Still today, Pacific Islander protocol at ritual ceremonies (i.e. at a Maori marae) includes a mihi/powhiti/introduction saying who you are based on where you are from. Choose a favorite place (here in Hawai‘i) and bring forward the important aspects of that place so that you can build yourself a proper introduction from a Pacific Islander standpoint. The project consists of several steps including:

1. Ahupua‘a fact sheet & map: a proposal stating what place you chose and why. Once accepted, a list of details about the place is required, as well as a map with the Hawaiian placenames on it.

2. Informational Research-based Article: a written narrative for each of those details explaining the meaning and reason for the names of each detail (i.e. myth behind the placename). The format for the written narrative is to be part of a consolidated Magazine that we should share with people in your community..

3. In-Class Presentation: a final presentation in front of the class where this information is shared, about 10 minutes long and including your introduction, pictures (ppt., etc.), & information on your ahupua‘a, plus what you learned from your experience seeking out the knowledge about your favorite place. Your introduction should include a bit of genealogy of your own, at least your parents if not 2 to 3 generations back, or perhaps your ethnic origins and story of arrival to your favorite place.

4. Important aspects of place for you to research include:

- Ahupua‘a name: \_\_\_\_\_
- Mauna (mountain): \_\_\_\_\_
- Ko‘olau Peaks (if applicable or different from mauna): \_\_\_\_\_
- Kai (ocean): \_\_\_\_\_
- Kahawai (stream): \_\_\_\_\_
- Makani (wind): \_\_\_\_\_
- Rain: \_\_\_\_\_
- Moku (offshore islands): \_\_\_\_\_
- Loko i‘a (fishponds): \_\_\_\_\_
- Wahi Pana/‘Ili (special places/small land areas): \_\_\_\_\_
- Na Po‘e Kahiko (famous people of old): \_\_\_\_\_