



UNIVERSITY of HAWAII
WINDWARD COMMUNITY COLLEGE

Ke Kulanui Kaiāulu o ke Ko'olau

HWST 270: Hawaiian Mythology

Fall 2024

3 Credits | CRN 64234 & 64127

Windward Community College Mission Statement

'O kēia 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.

Instructor Information

How to Contact Your Instructor

Instructor: Emilia Kini

Office Hours: Tuesday, 2:00 PM-4:00 PM OR by appointment

Email: ekini@hawaii.edu

Zoom Link: 5952802449

About

Aloha! My name is Emilia Kini, and I am pleased to be your instructor for this course, HWST 270: Hawaiian Mythology. I am deeply passionate about this subject, having earned my Associate's Degrees in Liberal Arts and Hawaiian Studies from Windward Community College and two Bachelor's Degrees in Anthropology and Hawaiian Studies from the University of Hawai'i at Mānoa. Just this past May, I completed my Master's Degree in Hawaiian Studies and am happy to be back at WCC now to contribute my part in sharing and teaching Hawaiian culture, history, and modern issues.

If you have any questions or concerns, then please feel free to reach out to me by email at ekini@hawaii.edu. You can expect a response within 24 hours, Monday through Friday. I also check my emails periodically during weekends and holidays, so I may have an opportunity to address your issue or concern before Monday. If not, then I will get to it Monday. I am

committed to providing feedback on your assignments within 7 days of submitting them, and I am always happy to provide help or answer your questions on the material should you have any.

Please review the feedback and contact me with any questions or concerns you may have. I look forward to hearing your thoughts in our future discussions. Mahalo!

Alternate Contact Information

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

- Location: Alaka'i 121
- Phone: (808) 235-7422

Course Information

Catalog Description

Survey of gods, 'aumakua, kupua, mythical heroes, heroines, and their kinolau as the basis of traditional Hawaiian Metaphor. This course will investigate and analyze oral and written Hawaiian literary sources.

Course Outcomes:

- Analyze written and oral sources of Hawaiian mo'olelo.
- Describe akua (deities), kupua (deities), 'aumakua (ancestral family deities), and kanaka (humans) and their various forms from Hawaiian mo'olelo.
- Analyze the relationship between Hawaiian mo'olelo (mythologies) and Hawaiian worldview, including Hawaiian cultural values and traditions.
- Employ the terminology of literary and/or cultural analysis in the study of Hawaiian mo'olelo.

Prerequisites: Credit for HWST 107 or HAW 102.

Student Learning Outcomes

Throughout the semester, we will contemplate our own kuleana as students, teachers, and people who call Hawai'i home and what that means. Upon successful completion of HWST 270, nā haumāna should be able to reach the following learning outcomes for the course:

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.

Course Format

This is an 8-week, fully online, asynchronous course that follows a strict class schedule. Course content and discussions are on Lulima. Students will engage weekly in discussion with one another and the instructor through the site's discussion board. There will also be three required quizzes to be taken on Lulima, as well as a Final Paper that will be submitted through the assignments tab on Lulima.

As this is an asynchronous course, work is to be done on your own time but completed by the due dates. It is expected that you will put in at least 8 hours a week on the work for this class—reading, writing, and responding to myself and your classmates in discussions.

The content is divided into eight modules, with each week having assigned readings, videos, and lectures that the student is expected to complete by the following week. Each discussion post, quiz, and assignment is due the following **Monday, Thursday, and Friday**. Once assignments are completed, I will do my best to grade them and give significant feedback before the end of the week, barring any unforeseen circumstances.

All due dates and timeframes that I give are based on Hawai'i Standard Time (HST).

All readings will be provided through the Lulima course site.

All quizzes will be taken through this Lulima course site.

Please feel free to reach out to me at any time if you need help with the content!

Required Materials

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

Additional readings will be provided through the course weekly sections on Lulima.

Course Technology

Lulima Learning Management System

- [Lulima \(Sakai\) Accessibility](#)
- Lulima will be unavailable daily from 3:00 am-4:00 am HST for server backup and maintenance.
- Lulima automatically logs you out *if it does not detect activity for two hours*. A warning message will appear, notifying you of the lack of activity. Activity is defined as clicking a button in Lulima, such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

Regular Substantive Interaction

Online courses at Windward Community College follow these guidelines for ensuring quality instruction: [RSI Definition-WCC](#).

Other Technology

Please review the privacy/security policies before using the technologies we will be using in this class. Contact me if you would like to discuss alternative options or technologies.

- [Zoom](#) is used for the Synchronous Sessions and virtual office ([accessibility statement](#), [privacy policy](#))

Participation Verification

Federal regulations require campuses to verify the participation of students in their classes. In accordance with [Executive Policy 7.209](#), all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.

Grading Policy

Attendance & Grading

Attendance/Participation

- Because this is an asynchronous online class, attendance is not officially taken, but your weekly participation in our [Discussion Board](#) is where that online attendance and participation takes place, and how you are graded accordingly for your work there.

Late Work

- Each day that a Discussion Board post or reply is late, I will deduct 1 point from your total points. There are no late work exceptions for the quizzes or Final Paper unless you can provide a valid reason and/or a doctor's note.

Final Grade

Your final grade will be calculated based on a final percentage you get from total points earned versus total points for all assignments available.

You will receive a letter grade based on the following scale:

Letter Grades and Percentage Ranges

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Assessments, Tasks, and Grading

(A) Discussion Board: Each week there will be a Discussion Board where you will be asked to share some of your insight with the class—your fellow students—in an online discussion format. You must also respond to at least 2 other classmates engaging them in the content. You are expected to ask further questions on each other's posts and to do so with some earnest attempts at having some conversation about Hawaiian culture, the featured stories and their characters, Hawaiian values and practices, and to post and respond with some manners and etiquette as well. Prompts and word minimum will be on the Discussion Board as well as in this syllabus.

(B) Quizzes: There will be three quizzes throughout the course of this semester based on the PowerPoint lectures, readings, and videos.

(C) Final Paper: Write a paper based on the topics covered in this course. You can choose a topic of your own based on what we have covered or will be covering in this class or something closely related or important but left out of our class coverage. You may also choose a topic from the sample topics offered by the instructor.

Students will be graded as follows:

Discussion Board	290 points total
<ul style="list-style-type: none"> • Main Post – 10 points total • Replies (2) – 5 points per response (10 points total) 	11x10=110 18x10=180
Quizzes	120 points total
<ul style="list-style-type: none"> • 3 Quizzes – 40 points each 	3x40=120
Final Paper	120 points total
<ul style="list-style-type: none"> • Final Paper Proposal – 10 points • Final Paper Outline – 10 points • Final Paper – 100 points 	1x10=10 1x10=10 1x100=100
Total Points:	530 points total

Course Content Outline

Week #01: 10/21/24 - 10/27/24

- 1) **Introduction into Hawaiian Mythology** – Read through the syllabus and familiarize yourself with Laulima and all it requires. Then introduce yourself in Discussion Board Post #1.1 before replying to two of your classmates' posts.
- 2) **Analyzing Mythology** – What is a myth? What is a legend? What is a mo'olelo? These questions, along with more, will be analyzed in Lecture 01: Analyzing Mythology.

- 3) **Papahānaumoku and Wākea** –The story of Papa and Wākea is an old but popular tale shared throughout the Pacific. One version is a Hawaiian take on the story, which we will examine in [Lecture 02: Papahānaumoku and Wākea](#).

Required Readings:

- **Beckwith, Martha**, *Hawaiian Mythology*: Introduction vii-xxiii, and “The Coming of the Gods,” pp. 1-11.
- **Oliverira**, *Ancestral Places: Understanding Kanaka Geographies*: “Chapter 1: Mele Ko’ihonua,” pp. 1-24.

Discussion Board Post #1.1: Introduce yourself to the class by telling us your name, where you’re from, what brought you to Windward Community College, and what you hope to learn in this class. You may also share anything else you can think of or feel comfortable sharing!

Due: Monday, 10/28/24, 11:55 pm

Discussion Board #1.1 Responses (2): Reply to 02 of your classmates' posts stating something you found interesting about their introduction.

Due: Thursday, 10/31/24, 11:55 pm

Discussion Board Post #1.2: The story of Papahānaumoku and Wākea is one of the original stories from Hawaiian Mythology and is a story that many people know. For this discussion, find 3 different sources of the Papahānaumoku and Wākea story in a written text or as an online video. Remember to include the name of the story and its author, a link to the source, and the date and time you accessed the source. Your answer must have a minimum of 250 words or more.

Due: Monday, 10/28/24, 11:55 pm

Discussion Board #1.2 Responses (2): Reply to 02 of your classmates' posts reacting to the story they have posted. Please remember to engage with the content and ask questions in your response. Your answer must have a minimum of 250 words or more.

Due: Thursday, 10/31/24, 11:55 pm

Week #02: 10/28/24 – 11/03/24

- 1) **Kū and Hina** – Beckwith’s informants say that Kū and Hina were the first Gods here, with all others coming after. We will examine some of the mo’olelo about Kū and Hina with a focus on Kū in particular in [Lecture 03: Kū and Hina](#).
- 2) **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 in [Lecture 04: Lono](#).

Required Readings:

- **Beckwith, Martha**, *Hawaiian Mythology*, “The Kū Gods,” pp. 13-3 and “Lono,” pp. 31-41.
- **Puku’i, Mary Kawena, and Greene, Laura**, *Folktales of Hawai’i: He Mau Ka’ao*, “The Legend of Ni’auapo’o,” “The Breadfruit Tree,” and “Kāne and Kū,” pp. 21-34.

- **Puku'i, Handy & Handy**, *Native Planters in Old Hawai'i: Their Life, Lore, and Environment*, "Part Four: The Makahiki Harvest Festival," pp. 327-388.

Discussion Board Post #2.1: After watching the following news stories about Kū, please share your thoughts about museums that house Hawaiian cultural pieces. In your opinion, should Hawaiian cultural artifacts belong to museums, or should they be returned to the native people? Your answer must have a minimum of 250 words or more.

Due: Monday, 11/04/24, 11:55 pm

Discussion Board #2.1 Responses (2): Reply to 02 of your classmates' posts. Please remember to engage with the content and ask questions in your response. Your answer must have a minimum of 250 words or more.

Due: Thursday, 11/07/24, 11:55 pm

Discussion Board Post #2.2: Lono was in season when Captain Cook first arrived in the Hawaiian Islands. It is said that the British captain was identified as another form of Lono and was worshiped as a god. Yet others claim that the Hawaiians knew he was mortal and only honored him because it was the season of Lono. For this discussion, share your thoughts on this matter and explain whether you agree or disagree with the notion of whether or not Captain Cook was looked at as the god Lono. Explain why or why not by using what you have learned about Lono in this unit. Your answer must have a minimum of 250 words or more.

Due: Monday, 11/04/24, 11:55 pm

Discussion Board #2.2 Responses (2): Reply to 02 of your classmates' posts. Please remember to engage with the content and ask questions in your response. Your answer must have a minimum of 250 words or more.

Due: Thursday, 11/07/24, 11:55 pm

Week #3 – 11/04/24 – 11/10/24

- 1) **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 makers, sailors, and fishermen. While we have less information about him today, he is still invoked in ancient pule as one of the four most important deities. All of this will be covered in Lecture 05: Kāne and Kanaloa.
- 2) **Akua 'ē a'e** – Beckwith categorizes 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 in Lecture 06: The Akua 'ē a'e.

Required Readings:

- **Beckwith, Martha**, *Hawaiian Mythology*, "The Kāne Worship," pp. 42-53, "Kāne and Kanaloa," pp. 60-66, "The Land of the Gods," pp. 67-80, "The Lesser Gods," pp. 81-104, "The Sorcery Gods," pp. 104-121.

Discussion Board Post #3: In this unit, we learned about the brothers Kāne and Kanaloa and how they became staples to Hawaiian religion and culture. For this discussion, answer the following questions: Who is Kāne? Who is Kanaloa? What are their domain(s)? What are they usually symbolized as? What are their kinolau? What are their physical characteristics? Find a picture online that you think best represents the characteristics of each brother and explain where you found it and why you believe it best fits that brother. Do not forget to cite your sources at the end of your discussion post. Your answer must have a minimum of 250 words or more.

Due: Monday, 11/11/24, 11:55 pm

Discussion Board #3 Responses (2): Reply to 02 of your classmate's posts. Please remember to engage with the content and ask questions in your response. Your answer must have a minimum of 250 words or more.

Due: Thursday, 11/14/24, 11:55 pm

Quiz One: This quiz will cover the concept of mythology and the figures of Papa, Wākea, Kū, Lono, Kāne, and Kanaloa. It will also cover content from our readings and videos.

Due: Friday, 11/15/24, 11:55 pm

Week #4 – 11/11/24 - 11/17/24

- 1) **Pele** – She comes from another land and establishes herself and her family here in a dramatic fashion. Her mo'olelo and their meanings are still the foundation of hula and our culture today. We will review all of this in Lecture 07: The Origins of Pele.
- 2) **Nā 'Aumākua** – 'Aumākua are our relatives, and stories about their guidance, deeds, and sometimes mischievousness abound in our culture. We will cover all of this in Lecture 08: Nā 'Aumākua.

Required Readings:

- **Beckwith, Martha**, *Hawaiian Mythology*, "The Pele Myth" pp. 167-179, "The Pele Sisters" pp. 180-189, "Pele Legends" pp. 190-200, "The Guardian Gods" pp. 122-143, and "The Soul After Death" pp. 144-164.
- **Westerveldt, William Drake**, *Legends, Ghosts, and Gods*, "Kalaipahoa, The Poison God," pp. 108-115, "Kauhuhu the Shark God of Moloka'i," pp. 49-58.
- **Carvalho, Christopher**, *Pele*, comic.
- **Herb Kawainui Kāne**, *The 'Aumakua—Hawaiian Ancestral Spirits*, article.

Discussion Board Post #4.1: In this week's discussion, we will take a look at a comic version of Pele's story titled "Pele," by Christopher Carvalho. After reading it, analyze the comic and compare and contrast it to the required readings of Pele. How accurate was the comic in relation to Hawaiian mythology and culture? Did it display Pele's figure accurately or not? Tell us if you enjoyed it or not and why. Your answer must have a minimum of 250 words or more.

Due: Monday, 11/18/24, 11:55 pm

Discussion Board #4.1 Responses (2): Reply to 02 of your classmates' posts. Please remember to engage with the content and ask questions in your response. Your answer must have a minimum

of 250 words or more.

Due: Thursday, 11/21/24, 11:55 pm

Discussion Board Post #4.2: The concept of 'Aumākua is not unique to Hawai'i and Native Hawaiians, and for this week's discussion, we will cover some other cultures and their version of 'Aumākua. Look up and research another culture's version of an 'Aumākua, or animal spirits, and compare and contrast how they are similar or different to the Hawaiian concept of 'Aumākua. Do not forget to cite your sources at the end of your discussion post. Your answer must have a minimum of 250 words or more.

Due: Monday, 11/18/24, 11:55 pm

Discussion Board #4.2 Responses (2): Reply to 02 of your classmates' posts. Please remember to engage with the content and ask questions in your response. Your answer must have a minimum of 250 words or more.

Due: Thursday, 11/21/24, 11:55 pm

Final Paper Proposal: Submit a 1-page summary of your Final Paper topic along with an outline of how you will structure your paper.

Due: Friday, 11/22/24, 11:55 pm

Week #5: 11/18/24 – 11/24/24

- 1) **Pele and Hi'iaka** – Continuing to look at this vital akua in Hawaiian culture by examining the epic story of her and her youngest sister, Hi'iaka. We will cover this in Lecture 09: Pele and Hi'iaka.

Required Readings:

- **Emerson, Nathaniel B, *Pele, and Hiiaka: A Myth from Hawaii*, Chapters 27-38, pp. 152-240.**

Discussion Board Post #5: After reading the story of Pele and Hia'aka, let us consider why this story seemed to have become a foundational mo'olelo for Native Hawaiians. Why do you believe that the Kānaka Maoli of the late nineteenth to early twentieth centuries put so much effort in sharing this particular story in newspapers? What significance could they have seen in sharing this story with future generations? And what value do you see in this mo'olelo whether as a Kanaka, a local resident of Hawai'i, or even as someone with a passing interest in the story? Your answer must have a minimum of 250 words or more.

Due: Monday, 11/25/24, 11:55 pm

Discussion Board #5 Responses (2): Reply to 02 of your classmates' posts. Please remember to engage with the content and ask questions in your response. Your answer must have a minimum of 250 words or more.

Due: Thursday, 11/27/24, 11:55 pm

Quiz Two: This quiz will cover the figures of Pele, Hi'iaka, and nā 'Aumākua. It will also cover content from our readings and videos.

Due: Friday, 11/29/24, 11:55 pm

Week #6: 11/25/24 - 12/01/24

- 1) **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 in mo'olelo. We will examine his legend further in Lecture 10: Kamapua'a.

Required Readings:

- **Beckwith, Martha**, *Hawaiian Mythology*, "Kamapua'a," pp. 201-213
- **Kame'eleihiwa, Lilikalā**, *He Mo'olelo Ka'ao o Kamapua'a*, pp. "Introduction vii – xix," "Genealogy and Family Origins," pp. 2-9, "Battles with 'Olopana and Lonoka'eho," pp. 18-53, with "Pele and Kapo," pp. 54-127.

Discussion Board Post #6: For this week, we covered the tale of Kamapua'a, an epic tale of his many adventures across the Pacific. For this discussion, please share with us what a kupua is and how it relates to Kamapua'a. And what are other examples of a kupua that you know of that have not been covered in this class? Your answer must have a minimum of 250 words or more.

Due: Monday, 12/02/24, 11:55 pm

Discussion Board #6 Responses (2): Reply to 02 of your classmates' posts. Please remember to engage with the content and ask questions in your response. Your answer must have a minimum of 250 words or more.

Due: Thursday, 12/05/24, 11:55 pm

Week #7 – 12/02/24 - 12/08/24

- 1) **Hina** – Let us look at the different Hina(s) that exist from the Mother of Maui to the Goddess of the Moon in Lecture 11: Hina.
- 2) **Maui** – One of the more important 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 the secret of getting fire. All of this will be covered in Lecture 12: Maui.

Required Readings:

- **Beckwith, Martha**, *Hawaiian Mythology*, "Hina Myths," pp. 214-225, "Maui The Trickster," pp. 226-237.
- **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, "Maui the Fisherman," pp. 12-30, "Maui Snaring the Sun," pp. 40-55, "Maui Finding Fire," pp. 56-77.

Discussion Board Post #7.1: After examining the stories of Hina by two very different authors, pick one of the stories that are covered by both and compare and contrast them against each other. Your answer must have a minimum of 250 words or more.

Due: Monday, 12/09/24, 11:55 pm

Discussion Board #7.1 Responses (2): Reply to 02 of your classmates' posts. Please remember to engage with the content and ask questions in your response. Your answer must have a minimum of 250 words or more.

Due: Thursday, 12/12/24, 11:55 pm

Discussion Board Post #7.2: Maui is a well-recognized figure throughout the Pacific and now the world at large, thanks to the works of the Disney corporation. For this discussion, compare and contrast the Disney version of Maui with the one we read about. How similar are they? How are they different? Which version do you enjoy most and why? Your answer must have a minimum of 250 words or more.

Due: Monday, 12/09/24, 11:55 pm

Discussion Board #7.2 Responses (2): Reply to 02 of your classmates' posts. Please remember to engage with the content and ask questions in your response. Your answer must have a minimum of 250 words or more.

Due: Thursday, 12/12/24, 11:55 pm

Week #8 – 12/09/24 - 12/13/24

- Final Paper – Write a paper based on the topics covered in this course. You can choose a topic of your own based on what we have covered or will be covering in this class or something closely related or important but left out of our class coverage. You may also choose a topic from the sample topics below.

Due: Wednesday, 12/11/24, 11:55 pm

- Length: 1,500 words, type-written, double-spaced, 1-inch margin, 12-point font, with title and name on separate cover page along with works citation page.
- Sample Topics:
 - The movement and mo'olelo of Kāne across Ka Pae'āina o Hawai'i
 - Kāne and Kanaloa journeys across the islands
 - A comparative study of creation stories across Polynesia
 - The Christian creation myth in comparison to Polynesian creation myths
 - The place of the Manō in Hawaiian mo'olelo and culture (Substitute any 'Aumākua)
 - Lono ceremonies from Makahiki to the Hale Mua
 - The Mo'olelo Kū of the olden times, their identification and interpretation
 - Kū ceremonies and their rationale in traditional times
 - Kū ceremonies an interpretation
 - Kaku'ai, the tradition of transforming a deceased relative into an 'Aumākua
 - Mo'olelo 'Aumākua, the role of our Guardian Ancestors
 - Pele and Hi'iaka, lessons and meanings for our traditional and modern-day societies
 - Kamapua'a, comments on the Hawaiian male as spoken of by our Kupuna
 - Comparative Maui across the Pacific
 - An analysis of the works of Emerson (Westerveldt, Thrum)

- Hawaiian Analysis of Mo'olelo and Ka'ao

Quiz Three: This quiz will cover the figures of Kamapua'a, Hina, and Maui. It will also cover content from our readings and videos.

Due: Monday, 12/09/24, 11:55 pm

Academic Integrity

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through the 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.

[Windward CC Student Conduct Information](#)

[UH System Student Conduct Policy EO 7.208](#)

Include an AI Statement (is it ok in your class? If so, when/how?) Here are some [UH Guidelines](#) and [AI Recommendations](#). Instructors should refrain from sharing or inputting student work into online AI tools, including AI detection tools, without obtaining student consent. Uploading student work has potential FERPA implications as well as potential copyright concerns. Additionally, the uploaded content could be used as data for AI training without the student's consent.

Student Responsibilities

- Complete all readings and videos, Discussion Posts and Responses, and Midterm and Final Project Presentations on time.
- Assignments should reference and engage with class material and guiding questions.
- Discussion Posts and Responses should be academic in nature and respectful, especially when there are differing opinions and findings.
- Students should be proactive in seeking help from the instructor on matters concerning the class, and be attentive to class announcements and feedback
- Access to a computer and internet.
- Basic to moderate knowledge of technology and computer software (i.e. Google applications, Word or Pages, PowerPoints).
- Basic to moderate knowledge of the internet (i.e. navigation, uploading/downloading of documents and files).

How to Seek Academic or Technical Support

Academic Support

- [Windward Community College Library](#)
- [Library eResources](#)
- [Ka Piko Writing Lab](#)
- [Ka Piko Speech Lab](#)
- [Ka Piko Math Lab](#)
- [Evening and Online Learning at Windward Community College](#)
- [STAR Balance](#)

Technical Support

- [UH ITS Help Desk](#) – email help@hawaii.edu or call 956-8883 (or 1-800-558-2669) for Lualima and most technology support. Available 24 hours a day, 7 days a week, including holidays.
- Student Tech Support - email winhelp@hawaii.edu, call 808-235-7437, or stop by in person at Hale La'akea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Lualima – Click on the [Request Assistance](#) link at the bottom of any Lualima Page to fill out and submit a question and get your answer via email.
- [Information Security for Students](#)

Hawaiian Studies Program Information

There is almost no career area or academic area of study you could go into where having some background in Hawaiian Studies wouldn't give you an edge. Especially if you complete that here at the A.A. level before majoring in another academic area for your B.A. or B.S. degree. Explore our degree Program, and give yourself an edge here in Hawai'i.

Program Learning Outcomes

The Associate in Arts in Hawaiian Studies is a 60-credit degree that is a foundational degree in Hawaiian knowledge and culture. The AA degree is patterned after Windward CC's current liberal arts AA degree and is an option for students seeking an associate degree and subsequent entry into most baccalaureate programs at UH Mānoa, UH Hilo, and UH West O'ahu. The degree is also a pathway for entrance into either UH Mānoa or UH Hilo Hawaiian Studies programs. The AAHS also provides students with qualifications that will be useful in the workforce where an understanding of the host culture or application of Hawaiian knowledge is desired.

1. Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts
2. Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences—in academics and in other professional endeavors

3. Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods

Student Handbook

Hawaiian Studies Program, Associate of Arts Degree -

<https://catalog.windward.hawaii.edu/hawaiian-studies/associate-in-arts-in-hawaiian-studies>

College Policies & Support Services

Disabilities Accommodations Statement

The Windward Community College's Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, wccdsso@hawaii.edu, or stop by the office (Hale Kako'o 106) for more information.

Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the [UH System Basic Needs website](#).

Mental Health Counseling

Mental Health and Wellness at Windward Community College counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at the [WCC Mental Health & Wellness website](#).

UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health, or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit the [UH Alerts website](#) for more information.

Financial Aid

If you are receiving financial aid and are contemplating not completing the course, BEFORE you withdraw, it is highly recommended that you contact the Financial Aid Office at 808-934-2712 or email them at wccfao@hawaii.edu to discuss the impact this decision may have on your financial aid eligibility.

Student Conduct Code

Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or [online](#).

Title IX - Sex Discrimination And Gender-Based Violence Resources

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:

Leslie Cabingabang, UH System Confidential Advocate
 Phone/Text: (808) 348-0432 or (808) 341-4952
 Email: advocate@hawaii.edu
 Office: Hale Kāko'o 107 (Wednesdays)

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator
 Phone: (808) 235-7468
 Email: mozoa@hawaii.edu
 Office: Hale Kāko'o 109

Desrae Kahale, Mental Health Counselor & Confidential Resource
 Phone: (808) 235-7393
 Email: dkahale3@hawaii.edu
 Office: Hale Kāko'o 101

Karen Cho, Deputy Title IX Coordinator
 Phone: (808) 235-7404
 Email: kcho@hawaii.edu
 Office: Hale 'Alaka'i 120

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/