

Fall 2018: BI480 A Sense of Wahi, Then and Now (Internship)

Instructor(s): Jolene Noelani Tarnay Cogbill

Mentor(s): Kahoali'i Kakalia Keahi-Wood

Class Meetings: TBA

Office Hours: Upon Request

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Required Text:

Will be provided on Canvas

Course Description:

Student(s) will learn traditional Hawaiian protocol and practice through *oli* (chants and prayers), *hana no`eau* (crafts and specialties), and various *mo`olelo* (stories) of the surrounding area. Interns will be learning more about their cultural heritage so as to better ground them in their studies. This will be accomplished through evaluating current curriculum within their major to determine where Hawaiian culture and practice are currently being incorporated or where it may be added and adding on to their existing knowledge of Hawaiian culture and language.

General Course Objectives:

To create a strong foundation in Hawaiian culture.

To utilize learned cultural knowledge and skills to benefit the students study skills.

To utilize learned cultural knowledge and skills to help the student identify possible career paths.

Student expectations:

Spend a minimum of 3 hrs/week (no less than 1.5 hrs per meeting) learning relevant skills and concepts.

Complete all work assignments.

Student must complete the **Research Paper** and the **Ho`ike** to complete the course

Be prompt, both in attendance and in turning in of assignments.

Be responsible & proactive. If you miss a class ask for the missed information. It is **YOUR** responsibility to pick up any handouts.

Ask the instructor for assistance in advance. **DO NOT WAIT** until the day of the exam or the day when an assignment is due to ask questions.

Respect. It works both ways.

Remember, the knowledge you will take away from your courses is directly proportional to what you put into your courses so keep a positive attitude and work hard!

Class room/ University Policies and Learning Outcomes

Specific Student Learning Outcomes:

At the end of the course, you will be able to:

Student Learning Outcomes	Linkage to Biology Program Learning Outcomes
Assist course mentor with class preparation culminating in the intern teaching one class on their own.	#7) An understanding of the entry requirements, career pathways and progression for the major post-graduate fields of research, education and health professions.

Identify and research at least four enrichment programs/internships/job opportunities that are relevant to the students chosen career path	#7) An understanding of the entry requirements, career pathways and progression for the major post-graduate fields of research, education and health professions
Set up at interview with one of the identified internship/job opportunities and prepare for that interview by creating a questionnaire.	#7) An understanding of the entry requirements, career pathways and progression for the major post-graduate fields of research, education and health professions
Memorizing oli (Kunihi, Hanau Moku and E Ho Mai) and mo'olelo both of their surrounding area as well as where they are from	#7) An understanding of the entry requirements, career pathways and progression for the major post-graduate fields of research, education and health professions
Be able to recite their ho'olauna (introduction in Hawaiian) and mo'oku'auhau (personal genealogy) 4 generations back on both sides.	#7) An understanding of the entry requirements, career pathways and progression for the major post-graduate fields of research, education and health professions
Completion of 1 of 3 possible cultural engagement projects (listed below) culminating in a Project Presentation to the CUH faculty and staff.	#3) The ability to acquire and comprehend information from published scientific literature and to employ computational resources in the resolution of biological problems #7) An understanding of the entry requirements, career pathways and progression for the major post-graduate fields of research, education and health professions

Attendance/Participation:

Presence in class is mandatory & necessary in order for a student to fully grasp concepts. Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension or by leaving a message with the instructor's division office (Natural Science and Math 1 (808) 440-4204). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from

the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

If you miss a class it is YOUR responsibility to ask the instructor or your classmates for the information that you missed and to pick up any handouts that may have been distributed.

It is highly suggested that students bring their text books with them to class as there may be in class activities that will require the use of the text.

Departmental and University Policies:

Music Devices and Cellular Phones: Use of music devices and cell phones is prohibited during all Natural Science and Mathematics classes at Chaminade, unless specifically permitted by your instructor. Use of cellphones and music devices in laboratories is a safety issue. In addition, use of cellphones and music devices in any class is discourteous and may lead to suspicion of academic misconduct. Students who cannot comply with this rule will be asked to leave class and may be subject to laboratory safety violation fines. You will be asked to leave class and marked absent if you do not comply. This will negatively affect your grade. Please refer any questions to the Dean of Natural Sciences and Mathematics.

ADA Accommodations: Pursuant to several federal and state laws, including the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, all qualified students with disabilities are protected from discrimination on basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to enjoy equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at 808-735-4845 for further information. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from CUH Counseling Center (Dr. June Yasuhara, 735-4845) by the end of the third week of classes. Failure to provide written documentation will prevent your instructor from making necessary accommodations.

Policy on Communication : The University provides a Chaminade email address for all students. Official Chaminade communications will be sent to the students' Chaminade email address and instructors will use only this email to communicate with students. It is the responsibility of the student to check their email frequently. Report email-related problems to the Helpdesk at 808-735-4855 or helpdesk@chaminade.edu.

Title IX Declaration: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

Chaminade Counseling Center | 808 735-4845.

Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Academic Honesty: Students are expected to have read and to abide by the "Student Rules of Conduct" which are available in your copy of Chaminade University's Student Handbook. Cheating in the form of plagiarism, collusion, deception and will not be tolerated and will negatively affect your grade.

Because the university is an academic community with high professional standards, its teaching function is seriously disrupted and subverted by academic dishonesty. Such dishonesty

includes, but is not limited to, cheating, which includes giving/receiving unauthorized assistance during an examination; obtaining information about an examination before it is given, using inappropriate/unallowed sources of information during an examination; altering answers after an examination has been submitted; and altering the records on any grade. (Refer to the Chaminade University catalog for further information).

Ho`ike (Showcase)

Research Paper (30%):

Research paper: Throughout the course of the semester each student will choose an island to study. Each week the student will write up to 2 pages (Times New Roman, 12, double spaced) on their chosen topic. Each week will be a different theme in which will be covered in class. By the end of the semester each student will have completed a 10 page, minimum, research paper depicting: their chosen island, mo`olelo of its creation and wahi pana, winds and rains of the area, geological formation, and farming practices pre and post contact. Criteria for this paper will be handed out during the assignment.

Ho`ike Hope (30%):

Ho`ike Hope: At the end of the semester the student(s) will give a Ho`ike in place of a finale exam. This Ho`ike will showcase to faculty and staff what they have learned throughout their internship. The student(s) will give a 30-minute presentation through either power point or poster presentation.

Grading

Malama (Attendance) : 10%

Ike (Understanding) : 20%

Makawalu (Timely) : 10%

Ho`ike (Showcase) : 60%

Tentative Course Outline (subject to change as instructor sees fit)

Week	Date	Lecture topic	Ha`awina
1	Jan 14	Ho`olauna and review of Syllabus</p> <p>Kumulipo and how it relates to the concept of Mana</p> <p>Assignment review: Ha`awina 1 Start discussing research topic/ place Oli Ho`ola no Lono	<i>Ha`awina 1</i> Have 2 generations of mo`oku`auhau for mother & father</p> <p>Ha`awina 2: Kumulipo and the different wa <i>Reading:</i> Kumulipo Mana Lahua Kanaka (21-36 pg) <i>Paper:</i> Write a 1-2 page paper for the reading of Mana Lahua

			Kanaka
2	Jan 21	Oli Ho`ola no Lono Ho`olauna Assignment review: Ha`awina 1 and 2 Mana Lahua Kanaka</p> <p>Are Aumakua guardians or Gods? Review of Genealogy and Mana Introduction into mo`olelo	Due: Ha`awina 1 & 2 2 Mana Lahui Kanaka papers</p> <p>Ha`awina 3: Genealogy and its importance to Mana Reading: Mana Lahua Kanaka (37-44 pg) Hawaiian Mythology (307-313 pg) Paper: Write a 2 page paper for each reading
3	Jan 28	Oli Ho`ola no Lono Ho`olauna Assignment review: Ha`awina 3 Mana Lahui Kanaka</p> <p>Who were the first people of Hawai`i? Who were the Hawaiians before the Hawaiians? An introduction into WA 14 What makes them different/similar to Aumakua Who are Kane, Kanaloa, Ku, and Lono Choose research topic/ place	Due: Ha`awina 3 1 Mana Lahui Kanaka paper</p> <p>Ha`awina 4: The first people of Hawai`i</p> <p>Reading: Hawaiian Mythology (321-336 pg)</p> <p>Research: Find an article related to your topic/place in regards to the Geological formation of your `aina Paper: Write 1 – 2 pages about the article
4	Feb 4	Oli Ho`ola no Lono Ho`olauna Assignment review: Ha`awina 4 Hawaiian Mythology Article review</p> <p>Papa and Wakea, the creation of Hawai`i The relation of Kumulipo to Geology and Volcanology Oli Ko`i Honua (O Wakea noho ia Papa)	Due: Ha`awina 4 Article research: Geological formation</p> <p>Ha`awina 5: Mo`oku`auhau `o O`ahu Readings: Na Ali`i Kaulana o O`ahu Research: Find an article related to your topic/ place in relation to mo`olelo either of creating your `aina or dealing with akua/ aumakua Paper: Write 1 – 2 pages about the article
5	Feb 11	Oli Ho`ola no Lono Ho`olauna Oli Ko`i Honua (O Wakea noho ia Papa)</p> <p>Assignment review: Ha`awina 5	Due: Ha`awina 5 Article research: Mo`olelo Ha`awina 6: From the Kumulipo to the `aina `oiwi o Hawai`i

		Article review Class review: Looking back at everything up to this point	Research: Find an article related to your topic/ place in relation to one of it's wahi pana Paper: Write 1 – 2 pages about the article
6	Feb 18	Oli Ho`ola no Lono Ho`olauna Oli Ko`i Honua (O Wakea noho ia Papa)</p> <p>Assignment review: Ha`awina 6 Article review Geological formation of O`ahu Volcano types and how it shaped the islands Environment	Due: Ha`awina 6 Article research: Wahi pana</p> <p>Ha`awina 7: Volcanoes and Pele Reading: http://www.soest.hawaii.edu/GG/HCV/haw_volc.html Paper: Using the link provided, write a ½ - 1 page on the volcano type that contributed to creating your island/ place
7	Feb 28	Oli Ho`ola no Lono Ho`olauna Oli Ko`i Honua (O Wakea noho ia Papa)</p> <p>Assignment review: Ha`awina 7 Paper review Micro-climate created by Geography Weather phenomena as told in mo`olelo Wahi pana of O`ahu	Due: Ha`awina 7 Volcano types paper Research: Find an article stating the climate or your area. Find resources on wind and rain names or the area and why they named the way the are. Paper: Write a 1 – 2 pages on chosen article Write 1 - 2 pages on the winds and rains of your area
8	Mar 4	Oli Ho`ola no Lono Ho`olauna Oli Ko`i Honua (O Wakea noho ia Papa)</p> <p>Assignment review: Paper review</p> <p>The order of land division Where was man allowed to live, grow crops, travel, and why What plants are native to the region or climate An introduction to La`au lapa`au Class review: Looking back at everything up to this point	Due: Article research: Climate and Mo`olelo</p> <p>Ha`awina 8: The basics of La`au Lapa`au Readings: La`au Hawai`i: Traditional Hawaiian Use of Plants Research: Find an article related to your topic/ place and plants that originally populated them Paper: Write 1-2 page about your chosen article
9	Mar 11	Oli Ho`ola no Lono Ho`olauna Oli Ko`i Honua (O Wakea noho ia Papa)</p> <p>Assignment review: Ha`awina 7 Article review	Due: Article research - Native plants of the area Ha`awina 8</p> <p>Ha`awina 9: Hawaiian medicine and the plants Readings:

		Paper review The properties of La`au Lapa`au and healing What is La`au Lapa`au and what makes it different from Western Medicine?	Plants in Hawaiian Medicine Research: Find an article relating to your topic/ place in relation to farming practices pre-contact Paper: Write 1-2 pages about your chosen article Power point: Begin creating power point for Ho`ike
10	Mar 18	Oli Ho`ola no Lono Ho`olauna Oli Ko`i Honua (O Wakea noho ia Papa)</p> <p>Assignment review: Ha`awina 9 Article review Paper review The properties of La`au Lapa`au and healing What plants in the students chosen area can be used for La`au Lapa`au Different techniques of plant propagating	Due: Ha`awina 9 Article research – farming practice pre-contact</p> <p>Ha`awina 10: Plants in Hawaiian Medicine Readings: Plants in Hawaiian Medicine Power point: Work on power point for Ho`ike Research paper: Work on combining research papers – First Draft
11	April 1	Oli Ho`ola no Lono Ho`olauna Oli Ko`i Honua (O Wakea noho ia Papa)</p> <p>Assignment review: Ha`awina 10 Article review Power point The properties of La`au Lapa`au and healing How does W.H.O view the practice of La`au Lapa`au? The process of gathering La`au	Due: Ha`awina 10 Research paper – First Draft</p> <p>Ha`awina 11: Plants in Hawaiian Medicine Readings: Plants in Hawaiian Medicine Power point: Continue to work on power point for Ho`ike – Draft Begin to work on presentation Research paper: Work on combining research papers – Second Draft
12	April 8	Oli Ho`ola no Lono Ho`olauna Oli Ko`i Honua (O Wakea noho ia Papa)</p> <p>Assignment review: Ha`awina 11 Article review Power point The properties of La`au Lapa`au and healing How do you prepare La`au for healing? The does and donts of La`au Lapa`au	Due: Ha`awina 11 Research paper – Second Draft Power point Presentation – Draft</p> <p>Ha`awina 12: Plants in Hawaiian Medicine Readings: Plants in Hawaiian Medicine Power point: Finish work on power point for Ho`ike – Second Draft

			Work on presentation Research paper: Work on combining research papers – Final Draft
13	April 15	Oli Ho`ola no Lono Ho`olauna Oli Ko`i Honua (O Wakea noho ia Papa)</p> <p>Assignment review: Ha`awina 12 Article review Power point Class review: Looking back at everything up to this point	Due: Ha`awina 12 Research paper – Final Draft Power point – Final Draft</p> <p>Power point: Finish work on power point for Ho`ike – Final Draft Work on presentation
14	April 22	Oli Ho`ola no Lono Ho`olauna Oli Ko`i Honua (O Wakea noho ia Papa)</p> <p>Assignment review: Power point</p> <p>The properties of La`au Lapa`au and healing How do you prepare La`au for healing? The does and donts of La`au Lapa`au Class review: Looking back at everything up to this point	Due: Power point – Final Draft Power point: Final touches for presentation and power point slides Finalize presentation
15	April 29	Ho`ike	

Note: Every effort has been made to ensure that the material in this syllabus is accurate and complete. However, occasionally changes must be made in the printed schedule. Thus, the instructor reserves the right to make any changes in the contents of this syllabus that she deems necessary or desirable. These changes, if any, will be announced as soon as the need for them becomes apparent.