



Chaminade University OF HONOLULU

Course Syllabus

Course Number: BI480

Course Title: Special Topics: Our Wahi in the Kumulipo (Internship)

Department Name: Natural Sciences and Mathematics

College/School/Division Name: Chaminade University of Honolulu

Term: Spring 2021

Course Credits: 3

Class Meeting Days: TBA

Class Meeting Hours: TBD, 3 hours per week

Class Location: TBA

Instructor Name: Kahoali'i Kakalia Keahi

Email: kahoalii.keahi-wood@chaminade.edu

Phone: 1(808)739-7481

Office Location: Henry 6

Office Hours: By appointment

Instructor Website: N/A

Other Professional Contact Information: N/A

1. University Course Catalog Description

Selected topics in biology. Lecture or seminar topic in selected area of contemporary biology. May be repeated.

2. Course Overview

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 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 increasing existing knowledge of Hawai'i.

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 their designated **Papa Hana** 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 or ask for help.
- 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!

3. Program Learning Outcomes

Upon completion the program in Biology, a graduating student will demonstrate the following competencies:

1. An understanding of the scientific method and the ability to design and test a hypothesis
2. The ability to visualize, statistically evaluate, validate and interpret scientific data, and to communicate science effectively both orally and in writing
3. The ability to acquire and comprehend information from published scientific literature and to employ computational resources in the resolution of biological problems
4. An understanding of the chemical and physical principles that unite all life forms, and of biological organization at the molecular, cellular, tissue, organ, organism and system levels
5. The ability to define the components and processes of genetic and epigenetic information transmission, and their determinant effects on the adaptive and evolutionary processes that they drive
6. An understanding of the etiology of major human disease burdens in terms of pathophysiological mechanisms, epidemiology within populations and possible therapeutic approaches
7. An understanding of the entry requirements, career pathways and progression for the major post-graduate fields of research, education and the health professions

4. Course Learning Outcomes and Linkage to Program Learning Outcomes

Students who successfully complete this course will be able to:

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
1. Establish a strong foundation in Hawaiian culture	X	X	X			X	X
2. Utilize learned cultural knowledge and skills to benefit the student's college experience							X
3. Utilize learned cultural knowledge and skills to help the student identify possible career paths	X	X	X			X	
4. Linking the Hawaiian perspective of the world to the broader understanding of science	X	X	X			X	X

5. Course Prerequisites

BI307 and BI307L

6. Required Learning Materials

Required reading materials will be provided on Canvas.

7. Course Website:

<https://chaminade.instructure.com/courses/10079>

8. Technical Assistance for Canvas Users:

Search for help on specific topics at help.instructure.com. [Chat live with Canvas Support 24/7/365](#). Watch this [video to get you started](#) with online guides and tutorials. Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

9. Assessment.

Malama (Attendance):	5%
Ike (Understanding):	25%
Pa`ahana (Projects):	40%
Ho`ike (Showcase):	30%

Papa Hana (Projects Choices):

Each intern will be assigned a project that best fits them by week three (3). Within each project, each student will also learn the basics of La`au Lapa`au.

1. Traditional Hawaiian Protocol

- Intern will learn the varying oli and pule required for opening and closing events
- They will also learn how to identify and recognize proper oli and pule appropriate for different levels of events and protocols
- Interns will also learn the history and importance of traditional Hawaiian protocol as well as its place in the modern world
- Lastly, the intern will learn what a ho`okupu is, how to make it and what qualifies as an appropriate ho`okupu

By the end of this project, the intern will be able to: conduct a basic appropriate opening and closing protocol for events, make different levels of ho`okupu depending on its purpose, recall different mo`olelo of significance to their school and place of birth, as well as being able to utilize proper sources to create their own oli when needed.

Creating oli (40%):

Oli: Throughout the course of the semester each student will learn the different styles of oli, their purpose, and how to **Haku** or create their own oli. Using what the student had learned throughout the semester, they will create an oli that symbolizes their `ohana, wahi, a mo`olelo, or something significant to the student. For this assignment, students will be graded on their choice of words, kauna or hidden meanings, and ka`i or style.

Ho`ike Hope (30%):

Ho`ike Hope: At the end of the semester, the student will lead a cultural event, huaka`i or field trip, or teach a class on how to oli. The student will be required to show proficiency in proper protocol order, alaka`i or lead oli, and showcase their knowledge on oli learned by performing them on their own.

2. The importance of "Wahi"

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.

Research Paper (40%):

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 final 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.

3. Mo`olelo and the art of story telling

- After doing research on a specific wahi pana, the inter well than create short stories and picture books with the help of the instructor that tell the history of those places.
- These stories can be old legends of the area as well as stories created by the intern.
- All stories will be reviewed by faculty and staff before being finalized. Illustrations bust accompany these stories.
- Throughout this process the intern will learn the Hawaiian art of storytelling by reading stories to preschoolers on campus.

By the end of this course

Mo`olelo creation (40%):

Mo`olelo: Throughout the course of the semester each student will choose an island to research legends, myths, and historical accounts that they find interesting. Students will also learn the techniques of Hawaiian storytelling. Once the students has a grasp of the type of stories of their chosen area, the student will create a children’s book based on a myth or legend that they had found or create their own that would fit with their area.

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 final exam. This Ho`ike will be conducted in partnership with the preschool on campus. The student will have to finalize and publish their personalized story with the assistance of the instructor and read their story to the preschoolers. The student will be graded on age appropriateness of story, illustrations, and Hawaiian techniques used to tell the story.

4. La`au Lapa`au and the art of Kalae

- Throughout the course of the semester the student will focus on a particular aspect of an ahupua`a (dry land, wet land, coastal, marsh, forest, or wet forest) looking at a hand full of plants and their properties.
- The student will learn about all aspects of these plants from its uses in la`au, carving, weaving, life cycle, to its growing patterns, habitat, and even how particular aumakua or akua play a role in its growth.

By the end of the course:

Kalae (40%)

Ipu Ku`i: Throughout the course of the semester the student will no only learn the different plants and their uses but also learn how to identify particular woods and rocks appropriate for carving into an ipu ku`i or mortar and pestle. Through this process they will also learn the varies plants and oils they will need to maintain their ipu ku`i as well as pule that go along with it.

Ho`ike (30%):

Ho`ike Hope: At the end of the semester the student(s) will give a Ho`ike in place of a final 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 of poster presentation.

10. Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. They are interpreted as follows:

- A 90-100% 900 points or more: Outstanding scholarship and an unusual degree of intellectual initiative
- B 80-89% 800-899 points: Superior work done in a consistent and intellectual manner
- C 70-79% 700-799 points: Average grade indicating a competent grasp of subject matter
- D 60-69% 600-699 points: Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
- F <60% 699 points or less: Failed to grasp the minimum subject matter; no credit given

11. Course Schedule

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

Week	Date	Lecture topic	Ha`awina
1	Feb.1	Kumulipo and how it relates to the concept of Mana	Autobiographical Mookuauhau Reading Discussion 1-2
2	Feb. 8	Are Aumakua guardians or Gods? Review of Genealogy and Mana Introduction into mo`olelo	Due: Autobiographical, Mookuauhau, Reading Discussion 1-2 Ha`awina: Mana and Mookuauhau Reading Discussion 3-4
3	Feb. 15	Who were the first people of Hawai`i? Who were the Hawaiians before the Hawaiians?	Due: Mana and Mookuauhau, Reading Discussion 3-4 Ha`awina:

			Na Kanaka Mua Reading Discussion 5
4	Feb. 22	Papa and Wakea, the creation of Hawai`i The relation of Kumulipo to Geology and Volcanology Instructor to assign Papa Hana to student	Due: Ha`awina 4 Ha`awina: Mo`oku`auhau `o O`ahu Reading Discussion 6 Papa Hana: Oli – Begin to memorize first half of assigned oli Wahi – Work on proposal Moolelo – Choose an island or place to focus research
5	March 1	Class review	Due: Mookuauhau o Oahu, Reading Discussion 6, Proposal Ha`awina: Reading Discussion 7 Review worksheet
6	March 8	Geological formation of O`ahu: Volcano types and how it shaped the islands Environment	Due: Review worksheet, Reading Discussion 7
7	March 15	Micro-climate created by Geography Weather phenomena as told in mo`olelo Wahi pana of O`ahu	Papa Hana: Oli – Recite first oli, memorize second half of second oli Wahi – Review draft of paper Moolelo – Recite stories that have been covered thus far
8	March 22	Class review: Looking back at everything up to this point	
9	March 29	The properties of La`au Lapa`au and healing	Papa Hana: Oli – Recite first and second oli, memorize first half of third oli Wahi – Expand on farming practices and species types Moolelo – Review rough draft of story
10	April 5	SPRING BREAK	
10	April 12	Different techniques of plant propagating	Papa Hana: Oli – Recite first and second oli, memorize second half of third oli Wahi – Expand on farming practices and species types Moolelo – Review rough draft of story
11	April 19	How does W.H.O view the practice of La`au Lapa`au?	Papa Hana: Oli – Recite first and second oli, memorize third oli, Work on personal oli Wahi – Expand on farming practices and species types Moolelo – Review rough draft of story
12	April 26	The does and donts of La`au Lapa`au	Papa Hana: Oli – Recite the three oli, review protocol for opening and closing Wahi – Review paper, make final edits Moolelo – Make final edits
13	May 3	Hoike prep Class review: Looking back at everything up to this point	Papa Hana: Review entire course Prep for Hoike
14	May 10	Hoike prep Class review: Looking back at everything up to this point	Papa Hana: Review entire course Prep for Hoike
15	May 17	Ho`ike	

12. Alignment of Natural Sciences Courses with Marianist and Hawaiian values of the University.

The Natural Sciences Division provides an *integral, quality education*: sophisticated integrative course content taught by experienced, dedicated, and well-educated instructors.

- *We educate in family spirit* – every classroom is an *Ohana* and you can expect to be respected yet challenged in an environment that is supportive, inclusively by instructors who take the time to personally get to know and care for you.
- *We educate for service, justice and peace*, since many of the most pressing global issues (climate change, health inequity, poverty, justice) are those which science and technology investigate, establish ethical parameters for, and offer solutions to.
- *We educate for adaptation and change*. In science and technology, the only constant is change. Data, techniques, technologies, questions, interpretations and ethical landscapes are constantly evolving, and we teach students to thrive on this dynamic uncertainty.

The study of science and technology can be formative, exploring human creativity and potential in the development of technologies and scientific solutions, the opportunity to engage in the stewardship of the natural world, and the opportunity to promote social justice. We provide opportunities to engage with the problems that face Hawai'i and the Pacific region through the Natural Sciences curriculum, in particular, those centered around severe challenges in health, poverty, environmental resilience, and erosion of traditional culture. The Marianist Educational Values relate to Native Hawaiian ideas of *mana, na'auao, ohana, aloha* and *aina*. We intend for our Natural Sciences programs to be culturally-sustaining, rooted in our Hawaiian place, and centered on core values of *Maiau*, be neat, prepared, careful in all we do; *Makawalu*, demonstrate foresight and planning; *`Ai*, sustain mind and body; *Pa`a Na`au*, learn deeply.

13.1. Late Work Policy

Requests for extensions due to extenuating circumstances (documented computer or medical problems, for example) will be considered but in general 1 point will be marked off for each day the assignment has passed the deadline.

13.2. Grades of "Incomplete"

Students and instructors may negotiate an incomplete grade when there are specific justifying circumstances. An Incomplete Contract (available from the Divisional Secretary and the Portal) must be completed. When submitting a grade the "I" will be accompanied by the alternative grade that will automatically be assigned after 90 days. These include IB, IC, ID, and IF. If only an "I" is submitted the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 90 days after the end of the semester or term. This limit may not be extended.

13.3. Writing Policy

Ha`awina

All papers are to follow the following format:

MLA format

12-point font

Single spaced

Citations in MLA format

13.4. Instructor and Student Communication

Questions for this course can be emailed to the instructor at [hturner@chaminade.edu]. Online, in-person and phone conferences can be arranged. Response time will take place up to 3 days.

13.5. Cell phones, tablets, and laptops

Music Devices and Cellular Phones: Unless specifically permitted by your instructor, use of music devices and cell phones is prohibited during all Natural Science and Mathematics classes, as it is discourteous and may lead to suspicion of academic misconduct. Students unable to comply will be asked to leave class. Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

13.6. Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. 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 (counselingcenter@chaminade.edu).

13.7. Title IX Compliance

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

13.8. Attendance Policy

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58): Students are expected to attend regularly all courses for which they are registered. Student 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. 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. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

13.9. Academic Conduct Policy

See the current Undergraduate Academic Catalog and the Student Handbook available from Student Affairs.