



College of Arts and Sciences

Natural Sciences and Mathematics

BI402/ENV402: Our Place in the Kumulipo

Henry Hall Rm. # 207 | 11:30AM-12:50PM | T/TH

Credits: 3 | Section: 1 | Term: Fall 2026

Instructor Information

Instructor	Dr. Malia D. Wong, O.P.
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Office Location	Henry Hall 208A
Office Hours	T/W/TH 8:30AM-10:30AM
Virtual Office	https://chaminade.zoom.us/j/96695148307
Virtual Office Hours	Wednesday, 8:30AM-9:30AM; By appointment

Communication

Welcome to Class! Feel free to walk-in or set up an appointment. General response time is within 1-2 days for emails or notices after work hours.

School & Department

School	College of Arts and Sciences
Location	Henry Hall #206
Phone	(808) 739-4633
Questions?	Contact your instructor or the College of Arts and Sciences

Course Description & Materials

Catalog Description

This course will introduce students to early Hawaiian worldviews and religion to better understand modern day issues and ethical approaches to these problems. It focuses on the several foundational schools of science such as Geography, Ecology, Anthropology, Hawaiian Studies and Policy making to better inform students on their assigned area of research throughout the course.

Questions such as “What is a native Hawaiian?,” “Who should be in charge managing Hawaii?,” and “Can the islands of Hawaii be restored back to its original state ethically?” are all questions students will be asked while simultaneously filtering out what is myth, research bias, and fact.

By the end of the course students will be able to better recognize research biases in historical accounts, understand the importance of historical background in research, and create proposals in research and field studies ethically and unbiased. Cross-listed.

Prerequisites: EN 102 and COM 101

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 heritage 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.

Course Snapshot

Modality	In-person
Meeting Location	Henry Hall #207
Meeting Days/Times	T/TH 11:30AM-12:50PM
Time Commitment	This is a three credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected: • In-Class Time: 45 hours • Outside Learning Time- Homework, Readings: 45 hours • Quizzes and Other Assessments: 15 hours • Project Work (Research, Collaboration, Presentation): 30hours
Required Materials	*As found on Canvas board
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com).Canvas will be used as the companion LMS to the course.

Learning Outcomes

Program Learning Outcomes (PLOs)

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

Course Learning Outcomes (CLOs)

Upon completion of BI/ENV402. the student will be able to:

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

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.

2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Through the study and experiential engagement of the world's religious traditions, this course reflects the Marianist values of **Formation in Faith, Family Spirit, and Service, Justice, and Peace**. Students learn to engage respectfully with diverse religious perspectives, reflect on questions of meaning and vocation, and apply insights from interreligious dialogue to foster compassion, justice, and the common good.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo No'eau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Na'auao):** Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit ('Ohana):** 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina):** 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	1,2	2,5	4	4,5
PLOs	1,2,3,6,7	7	1,2,3,6	1,2,3,6,7
Native Hawaiian Values	Na'auao, Mana	Mana, Aloha	Na'auao, Aloha	Aina, Aloha
Gen Ed Outcomes	1,4,5	1,4,5	1,2,4,5	1,2,4,5,6

Attendance & In-Class Participation

Attendance Policy

Attendance will be taken at each class and recorded. Students are expected to regularly attend all registered courses and should notify the instructor in advance when illness or other extenuating circumstances prevent attendance. Notification may be made via the instructor's Chaminade email, campus extension, or by leaving a message with the instructor's division office. It is the instructor's discretion to adjust deadlines for course requirements in these situations. Unexcused absences exceeding one week of classes may result in a grade reduction, and any unexcused absence of two consecutive weeks or more may result in withdrawal from the course. Repeated absences place students at risk of failing.

Technology and Attendance

Students are expected to be physically and intellectually present during class. Cell phones should be put away, and laptops or tablets should be used only for course-related activities. Significant distraction from non-course technology use may be treated as an absence, since being present in the classroom requires active engagement in the learning community.

Quick Reference — Absence Thresholds:

Excused Absence	-No absences will be excused except in the cases of (i) an emergent medical situation or severe illness; (ii) a death in the student's immediate family; or (iii) a University-sponsored activity. -Students should always inform the instructor 2 days in advance (in writing or by email) of any anticipated absences, tardiness, or irregular/unanticipated scheduling conflicts (e.g., jury duty, team sport commitment, etc.) Do not schedule medical or personal appointments during scheduled class time.
Unexcused Absence	-Any absence not pre-approved or documented. -Significant distraction from non-course technology use may also be treated as an absence,
Warning Threshold	More than 2 unexcused absences, without responding to the instructors outreach, may result in the filing of a student early alert.
Grade Penalty	Three unexcused absences during the course of the semester may result in one letter grade demotion for the course (i.e. if your grade is "B," it can be demoted to "C").
Course Failure	More than 2 weeks of unexcused absences, may result in failure of, or administrative withdrawal from the course
Late Arrival / Early Departure	Arriving more than 15 minutes late, or leaving early from class (without notifying the instructor) counts as a tardy; 2 tardies = 1 absence.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Learning in this course is enriched through active participation in class discussions, experiential activities, and respectful engagement with classmates, guest speakers, and course materials. Students are expected to come to class prepared, contribute thoughtfully to discussions and activities, listen attentively to diverse perspectives, and foster an environment of mutual respect and curiosity. Participation emphasizes the quality of engagement, critical reflection, and willingness to learn from others rather than the quantity of comments.

Course Activities

In-Class Activities

Class sessions are designed to be interactive and experiential, combining brief lectures with discussions, small-group activities, reflective exercises, multimedia resources, and engagement with contemporary issues. Active participation is expected, as learning is enriched by respectfully sharing ideas,

	listening to diverse perspectives, and connecting course concepts to personal experience and today's world.
Homework / Assignments	Homework is designed to prepare you for meaningful participation in class and to deepen your understanding of course concepts through reading, reflection, research, and experiential learning. Students are expected to complete all assigned work by the stated deadlines and come to class prepared to discuss, apply, and build upon the material. Assignments should reflect thoughtful engagement with the course content and demonstrate your own understanding and critical thinking. Because learning in this course is cumulative, completing homework on time is essential to your success and to the learning of the class community.
Quizzes / Exams	Short, unannounced quizzes may be given throughout the semester to encourage consistent preparation, assess understanding of assigned readings and course materials, and reinforce key concepts discussed in class. Because quizzes are administered during class time, they generally cannot be made up if missed due to an unexcused absence. Students with a documented, excused absence should contact the instructor as soon as possible to discuss whether an alternative arrangement is appropriate. Ho'ike Hope: At the end of the semester the student(s) will give a presentation in place of a final exam centered around what they have learned throughout their internship.
Projects	1. Importance of "Wah Ho'ohu-Bringing the Relationships Together," research paper: Throughout the course of the semester each student will choose an island to study. Students will be required to keep a wahi project/research journal. There are 4 checkpoints of submission of up to 2 pages (Times New Roman, 12, double spaced) on their progress. 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. 2. Ethics of Business: Throughout the course of the semester each student will choose a practice to create products to center their business around. They are then required to write up details on the materials required for said product. This includes season, location, materials to complete said product, time to create product, and any other steps required to complete each product ethically and traditionally. By the end of the semester the student should have everything they need to launch the business on their own or through other sites such as Etsy, or Instagram. This may be showcased at participation in Chaminade's Campus Open Marketplace.

Course Policies

Late Work	Students are expected to assume responsibility for knowing, observing and meeting assignment deadlines as described in the course schedule. Points will be deducted for late submission of assignments unless properly excused.
Make-Up Work	Assignments from an excused missed class must be made up by the next class meeting unless an extension has been arranged with the instructor. Do not expect an instructor to repeat a lecture for you; students must arrange with a fellow student to pick up class materials, lecture notes, homework assignments, exercises, etc.
Extra Credit	As/if experiential opportunities arise, students will be notified of extra-credit possibilities. This may be applied to missed class or work credit.

Incomplete Grade	Students who have more than two weeks of non-participation, fail to submit assignments or comply with other requirements, are advised to withdraw from the course in order to avoid a final course grade of "F." Grades of "Incomplete" will only be given in cases of documented extraordinary circumstances.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's

Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity 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. 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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation or status as a covered veteran.

Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement- Kōkua ‘Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua ‘Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua ‘Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/

Resource	Description	Contact / Website
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Wk of	Theme	Topics / Readings	Due Dates
1-4	I: KUMULIPO – Where do I come from? / WA 1-4		
<u>Week 1</u> 8/18,20	Welina: A Practice in Inclusion	Autobiographical	8/20
<u>Week 2</u> 8/25,27	Hoolauna and Mookuauhau	Reading Discussion: *See Canvas board	8/27
<u>Week 3</u> 9/1,3	Introduction to and Overview of the Kumulipo	Reading Discussion: Kumulipo Introduction	9/3
<u>Week 4</u> 9/8,10	Oli & Protocol / Introduction to Mana	Reading Discussion: Crabbe-Hawaiian Conceptions of Mana, p. xii-28 Wahi Project #1: "My Place in the Universe"	9/10
5-9	II: WAHI – Where am I? / WA 5-8		
<u>Week 5</u> 9/15,17	Oli & Protocol / Plants & Human Interaction	Reading Discussion: Arkin-"Plant Pairings within the Kumulipo"/Beckwith: chapt. 10-11	9/17
<u>Week 6</u> 9/22,24	Oli & Protocol / Akua, Healing & Death	Reading Discussion: Papahanaumokuakea/Lonopuha/Beckwith: chapt. 9-10 Wahi Project #2: 'Aina	9/24
<u>Week 7</u> 9/29,10/1	Plants in Hawaiian Medicine / Migration / La'ila'i	Plants in Hawaiian Medicine Hands-on lā'au/craft activity/Johnson: The Kumlipio Mind, p. 182-242	10/1
<u>Week 8</u> 10/6,8	Akua, Genealogy & Place: How the Gods Became Part of Hawai'i	Reading Discussion: Beckwith: chapt. 11, 14-15 Wahi Project #3: Plant Mo'olelo	10/8
<u>Week 9</u> 10/12	Fall Wellness Week		

Wk of	Theme	Topics / Readings	Due Dates
10-13	III: PILINA – What am I connected to? / WA9-12		
<u>Week 10</u> 10/20,22	First Humans/What is a Hawaiian?	Reading Discussion: Beckwith: chapt. 16-18/Mythology and Mu/Menehune	10/22
<u>Week 11</u> 10/27,29	Ali'i, Ruling & Warfare	Reading Discussion: Beckwith: chapt. 2, 4-6	10/29
<u>Week 12</u> 11/3,5	Land and Politics: Yesterday and Today / Hawaiian Homelands	Reading Discussion: Beckwith: chapt. 19-20 Wahi Project #4: My Ahupu'a	11/5
<u>Week 13</u> 11/10,12	Natural Resource Management / Water	Reading Discussion: Beckwith: chapt. 10-15 Mo'olelo from their island and analysis	11/12
14-16	IV. KULEANA – What is my responsibility? WA 13-16		
<u>Week 14</u> 11/17,19	Ho'ohui / Return to self	Reading Discussion: Beckwith: chapt. 21	11/19
<u>Week 15</u> 11/24,26	Work on Final Wahi		11/26
<u>Week 16</u> 12/1,3	Wahi Ho'ike Hope / Final Presentations		12/3