

College of Arts and Sciences
Law, History and Culture

HI 450 Pre-Contact Native Hawaiian Law and Society

Henry Hall Room 207

Credits: 3 Section: 1 Term: SP2027

Instructor Information



Instructor: Frank Baileu
Email: fbailey@chaminade.edu
Phone: 808-754-4349
Office Location: Henry Hall 208
Office Hours: Tue/Th 1130-1230

Communication

The best and fastest way to reach me is to txt, at reasonable hours. If you email me I usually check my emails Mondays and Fridays.

School & Department Information

College of Art and Sciences – School of Justice – Law, History and Culture Program (LHC)

Office Location: Our main office is in Henry 206 and number can be found on each [Academic Schools' website](#).]

Phone: (808) 735-4827

Course Description & Materials

Catalog Course Description

This course is designed to broaden the understanding and appreciation of Hawaii's oral tradition and its impact on the development of Hawaii's history during the pre-Western contact era. Emphasis is placed on the lineal descent of significant heredity chiefs of Hawaii, Maui, O'ahu, and Kaua'i. The student will gain deeper appreciation of the importance of Oral tradition and Oratory.

Scope of This Course

Welcome to the study of Hawaiian History! This course will examine Hawaii and its peoples' pasts from settlement through the establishment of the Kingdom of Hawaii at the end of the 18th century. Through the use of oral histories, cultural mythology, and similar such sources we will examine the core cultural beliefs that shaped, guided and defined the people of old Hawaii. Specifically, by examining the ruling chiefly class, or the *Ali'i*, of old Hawaii we will be able to uncover some of the core values that defined this rich and vibrant society. In so doing we will also be examining how traditional Native Hawaiian culture addressed key issues all civilizations do like justice, peace, and what the obligations of each segment of society had in their service to the community and how those values changed over time. In Hawaiian culture this concept of service, obligation, duty, doing what's right, peace, these concepts can best be summarized in the idea of *pono*. Every member of society had/has a purpose and every purpose have a place. Alii had their role, the *maka'ainana* had theirs, the land, the animals. For every place there was a purpose. This course will examine this concept and how it evolved as new challenges confront the Kanaka.

In the course of our studies we will examine the significant chiefly genealogies of Hawai'i, Maui, O'ahu, and Kaua'i and the increasing conflict between these warrior nobilities that eventually lead to the unification of the islands under the Conqueror, Kamehameha I. In so doing we will also be examining how traditional Native Hawaiian culture addressed key issues all civilizations do like justice, peace, and what the obligations of each segment of society had in their service to the community

The intellectual and political concerns surrounding the doing of history in Hawaii are challenging yet fascinating. One of the problems confronting the student of Hawaiian History is that most of the available written record has been created by people other than the indigenous inhabitants of these islands. As such these accounts tell us more of the culture that formed the author rather than the object of his (for there were few women writers) fascination and observation. As a result this course will rely heavily on oral traditions and by necessity will also examine the usefulness and importance of orality in the doing of history.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 37.5 hours in class, 48 hours reading the assigned materials 1 hour each week writing reflection papers (15 hours total), and 10.5 hours studying for and taking the quizzes and exams. There will be an additional 24 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.6 hours each week.

Required Materials

There are no textbooks for pre-contact Hawaiian history. As such, we will be utilizing oral traditions, and early recorded records of those traditions. All reading materials will be provided for you for this class.

Canvas (<https://chaminade.instructure.com>)

All materials needed for this course, outside of the text, will be available on Canvas, including writing assignments, quizzes and exams. You must download the lockscreen browser

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the LHC degree the student will be able to:

1. *Critical Thinking and Analytical Reasoning*
critically analyze cultural, political, and legal issues, applying logical reasoning to evaluate arguments, identify assumptions, and recognize biases in oral examples, both in legend and mythology preserved in Hawaii's oral traditions.
2. *Understanding of Legal Principles and Processes*
define and describe key legal, and for pre-contact Hawaii, the religious concepts, structures, and processes, that defined the Kapu System.
3. *Effective Communication Skills*
communicate complex legal ideas effectively, both in writing and orally, tailoring their language and argumentation to different audiences, including legal

Course Learning Outcomes (CLOs)

Upon completion of the course each student will be able to

1. *Adaptation and Change*
Evaluate the ways in which adaptation and change are essential to understanding the past, in general, and how these factors impacted and shaped Hawaii's history.
2. *Change and Continuity*
Recognize the impact and influence of historical change, continuity, and causality through chronological examinations of the past and the cause and effect that takes place in history.
3. *Politics and Governance*
Examine the workings of politics and governance throughout different islands in Hawaii
4. *Historical and Political Perspectives*
Compare and contrast different historical and political perspectives and interpretations utilized in the process of studying Hawaii's past.

General Education Learning Outcomes (CLOs)

Upon completion of the course each student will be able to

1. *Service, Justice, and Peace*
Examine, interpret and explain how different groups and regions in the islands approached, and acted upon, or not, the issues of service, justice and peace.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and

development:

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.

After the Second World War the United States experienced significant change not just politically, but economically, socially, racially and as well as its global influence. This course will explore how America adapted and changed to the dynamic decades and how its concepts of justice and peace have been impacted.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

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; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
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	CLO 5
Marianist Values				x	x
PLOs					
Native Hawaiian Values				x	x
Gen Ed Learning Outcomes (if applicable)					x

Course Activities

Discussions

Each class you will be expected to participate in class discussions. This will often times be used to take attendance

Homework

This course is designed into 10 modules. Each module does not represent a week's worth of content. Some modules will take multiple weeks. Your "homework" is to keep up with each modules reading and assignments

Quizzes

Each of the 10 modules will have a quiz required once the content is completed.

Exams

There are two exams, a midterm and a final exam

Course Policies

Attendance

Students are allowed three unexcused absences. After which 10% will be deducted from their overall grade per unexcused absence.

Late Work

All work is due within a week of the class completing each module. Late work will receive a 10% deduction.

Extra Credit

Generally there is no extra credit

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

If you are unable to complete the term after the drop date, then see me to determine the time frame to make up the Incomplete

Final Grades

There are several requirements for this course. Over the 16-week term we will cover 10 modules that divide the content we will be covering. In addition to keeping up with the background reading in the assigned text each week, reading will have a discussion post and a quiz. The quizzes will make up your final exam with a few additional questions. Each quiz is worth 10 points. There are 10 quizzes, a midterm and a final exam. The exams are worth 100 pts each. Finally, each module has one, sometimes more, assigned reactions for a total of 10 reactions. These consist of a one to two paragraph response to a prompt question. Each reaction is worth 10 pts.

Grading: The total points possible for the course are 400.

A – 400-360

B – 359-320

C – 319-280

D – 279-240

F – Anything below 240

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, and plagiarism, in addition to more obvious dishonesty.

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

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

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.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX 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 at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). 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](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ‘Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Class Schedule: This class schedule will be followed as closely as possible. However, changes may be made at the instructor’s discretion. If changes are made students will be informed.

Course Outline:

Week 1	Module 1 - Migrations and Settlement Traditional Institutions – Land, Politics, Gender
Week 2	Module 1 - Migrations and Settlement Traditional Institutions – Land, Politics, Gender
Week 3	Module 2 - People of Old Hawaii
Week 4	Module 2 - People of Old Hawaii
Week 5	Module 3 - Traditional Hawaiian Metaphors vs. Traditional Western Metaphors
Week 6	Module 4 - Hawaii’s “first” families

- The arrival of the Nana & Paumakua families
- The ascendance of Ku – The arrival of Pa’ao and the Kapu system
- Hawaii’i’s Legendary Past, from Pele to Kamapua’a

Week 7	Module 4 - Hawaii’i’s “first” families -The arrival of the Nana & Paumakua families -The ascendance of Ku – The arrival of Pa’ao and the Kapu system -Hawaii’i’s Legendary Past, from Pele to Kamapua’a
Week 8	Module 5 - Emerging Four Kingdoms -Chiefly History of Kaua’i -Manookalanipo
Week 9	Module 6 - Chiefly History of O’ahu (and Moloka’i!) -Mailikukahi
Week 10	Module 7 - Chiefly History of Maui -Stories of Pi’ilani and Kiha-a-piilani
Week 11	Module 8 - Hawaii’i’s -Big Island - Umi
Week 12	Module 9 - The Rise of the Big Island Ali’i -Alapa`inui – Kalaniapopu`u
Week 13	Module 10 - Rise of Kamehameha -Arrival of Captain Cook
Week 14	Module 10 - Rise of Kamehameha -Kamehameha Conquers the Big Isle of Hawaii
Week 15	Module 10 - Rise of Kamehameha -Kamehameha Conquers a kingdom
Week 16	Module 10 - Rise of Kamehameha -The impacts and ramifications of becoming a kingdom

Final Exam TBD