



**Chaminade University - Honolulu
PSY 736 Cross-Cultural Counseling
Fall Masters: October 5, 2023 – December 7, 2023**

Instructor: Sheena Galutira, LMHC, NCC **Time:** Thursdays 5:30PM – 9:20PM
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Office Hours: Behavioral Sciences #106 **Email:** sheena.galutira@chaminade.edu
By Appointment Only

Texts:

McDermott, J. F., Andrade, N. N. (2011). People and Cultures of Hawaii: The evolution of culture and ethnicity (2nd ed.). Honolulu, HI: University of Hawaii Press. ISBN: 9780824835804

Monk, G., Winslade, J., Sinclair, S., Polanco, M. (2020). Intercultural counseling bridging the us and them divide. Cognella. ISBN: 978-1516533503

Sue, D. W., Sue, D. Neville, H. A., & Smith, L. (2019). Counseling the culturally diverse. Wiley. ISBN: 978-1-119-44824-2

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school applications, etc.

Instructor Availability

Questions for this course can be emailed to the instructor at sheena.galutira@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time will be within 1-3 days during business hours on the weekdays.

Catalog Course Description

This course will be an examination of the theory and processes of counseling persons in community, school, and marriage and family contexts from the perspectives of clients from diverse cultural backgrounds by counselors of equally diverse cultural backgrounds. The focus of the course will be on the impact of the counselor's prejudices, biases, values, ethics, and social/cultural expectations on the client from a culturally diverse background, and the impact of the client's prejudices, biases, values, ethics, and social/cultural expectations on the counselor from a culturally diverse background. The client must be seen as part of an integrated system of mutually reciprocal components (family, environment, school, social structure, friends, culture, etc.). The counseling context will be viewed from a systemic perspective rather than an individual perspective.

Articulation of Characteristics and Values

PSY 736 Cross-Cultural Counseling is guided by the Marianist educational value of Educate for Adaptation to Change. Through this course students apply counseling theories and modalities to individuals. Each individual is different and students gains knowledge in understanding peer behavior. Marianist universities readily adapt and change their methods. The following characteristics are demonstrated in the course:

- Flexible thinking
- Being respectful of differences
- Critical thinking
- Open-mindedness

Through the individual counseling process, the attributes above will be demonstrated.

MSCP Core Program Learning Outcomes (PLOs)

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in mental health, marriage & family, and school counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes

1. Students will describe how the counselor and client may be seen within the context of a social, cultural, familial, and psychological integrated system (PLO #1). Will be assessed primarily through class activities.
2. Students will identify biases, prejudices, values, and expectations relative to the cross-cultural counseling context (PLO #2). Will be assessed primarily through class activities.
3. Students will articulate information about cultures from around the world and compare them to the Native Hawaiian culture (PLO #2). Will be assessed primarily through a PowerPoint and paper.
4. Students will identify fundamental concepts in cross-cultural counseling (PLO #1). Will be assessed primarily through class activities.

ACA Ethical guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

ACA 2014 Code of Ethics

Section C: Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

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), Chaminade University of Honolulu offers accommodations for individuals with disabilities. Effective August 1, 2020, Kōkua 'Ike: Center for Student Learning (Kōkua 'Ike), a unit within the Office of Advising and Career Development, provides academic and other accommodations for students with disabilities.

If one qualifies for ADA accommodations, the student will sign an ADA agreement. Each semester, the student will contact the ADA Coordinator to identify which instructors are to be notified.

Faculty will be sent a letter via email to inform them of the accommodations a student is to receive. However,

the nature of a disability is confidential.

Once the appropriate documentation is received by the ADA Coordinator, please allow two to three weeks to process your paperwork. Processing time may vary pending the volume of requests received, and is compounded by the current challenges related to the mandatory stay-at-home order in Hawaii.

ADA Accommodation Contact Information:

- Email: ada@chaminade.edu
- Phone: 808-739-8305

Title IX

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, 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, I must report the matter to the Title IX Coordinator. Should you want to report to a confidential source you may contact the following:

Personal Counseling Center: 808-735-4845

Chaminade Counseling Center:

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit:

<https://chaminade.edu/student-life/counseling-center/counseling-services/>

- Email: counselingcenter@chaminade.edu
- Phone: 808-735-4845.

Kokua Ike: Tutoring & Learning Services

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/student-success/kokua-ike/>

- Email: tutoring@chaminade.edu
- Phone: 808-739-8305

Credit Hour Policy:

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools - tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

The above quotes were taken directly from: Research Design And Counseling Heppner,
Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

The above quotes were taken directly from: Research Method In Social Relations

Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

The above quotes were taken directly from: Methods In Behavioral Research Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

The above quotes were taken directly from: <http://allpsych.com/researchmethods/replication.html>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor, coupled with respectful humility, provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory, practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse

cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Attendance

If you miss more than one class, regardless of reason, you will be given a “C” and you must retake the class. (This is graduate programs policy.)

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. 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 the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Class structure

The format of this course is similar to a seminar that uses the Socratic method of teaching to practice critical thinking and critical analysis in counseling. This course will be comprised of facilitations, reading discussions, and role-plays to demonstrate knowledge and expertise in the subject and concept of culture and counseling. Throughout the course, students will complete dyads, research, and case studies to stimulate discussion and critical thinking and engage in self-reflection and self-awareness practices to encourage mindfulness to identify any existing bias. The course will end with a final exam, covering all chapters of material covered in this class to assess retention of information, and a project to synthesize the course concepts.

In order to have informed weekly discussions, students must complete the readings prior to any discussions. There are likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material so we want to make sure to follow these ground rules:

1. Acknowledge that people have different experiences based on culture, race, class, sex, age, sexuality, etc.
2. Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
3. Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Be respectful to your peers. Disagreements are welcome as long as people are not personally attacked. Healthy discussion and debate are welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading, video material, dyads, and reflection so plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material in a manner where they are prepared to talk in class with questions and reflections.

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

Hardware Requirements: A video and audio enabled device (laptop, desktop, camera phone) is required. Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access video from some external websites or files posted within this course.

Software Requirements: You will need to have some ability play videos or audio (RealPlayer, Windows Media Player, Quicktime, etc.). You will also need to be able to read .pdf files (via Acrobat Reader or similar). These can be downloaded without additional costs.

Grading Scale

Final grades will be determined based on the following:

Assignment

Points

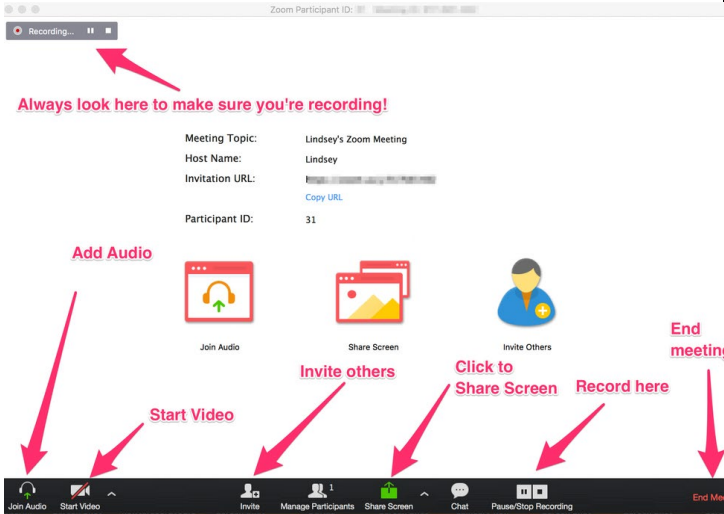
Class Facilitation	50
Weekly Prompts	25 (5 @ 5pts each)
Culturally Inclusive Documentation	50
Culturally Inclusive Intake/Assessment	50
Project Paper	50
Project Presentation	100
Final Paper	100
Total Points =	425

A = 90-100%
 B = 80-89%
 C = 0-79%

All assignments are due on the date and time specified on the syllabus and/or Canvas. Late submissions will have a 10% point deduction from the overall earned score each day the assignment is late.

Assessment

Assignments, Presentations, and Papers	Description	Points	Applicable CLO
Class Facilitation	<p>Students will prepare to have a class discussion based on the readings for the week. Students will facilitate in-depth discussions to promote critical thinking, critical analysis, and reflection of values, biases, culture, inclusivity, and ethics in counseling.</p> <p>Topics might be controversial. Students are to facilitate and have discussions in a respectful manner. Evidence from course readings and/or peer-reviewed articles is encouraged.</p> <p>Students are to facilitate a discussion for at least 60 minutes per person in a group.</p>	50 pts	1, 2, 3, 4, 5, 6
Weekly Prompts	<p>Each week each student will prepare 1-2 prompts to prepare for participation in the class discussion based on the chapter(s) assigned for the week. The prompts will be used to stimulate discussions on topics such as culture, diversity, cultural humility, counselor development, social issues, issues in the helping professions, etc. as they pertain to the week's chapter.</p> <p>Please bring your prompts to class and be prepared to engage in discussion with the class.</p> <p>The discussions will provide students the opportunity to reflect and analyze various perspectives involving diversity, culture, humility, inclusion, and counseling. This exercise helps students develop empathy and humility.</p> <p>In order to receive full credit for Weekly</p>	25 (5 @ 5pts)	

	<p>Prompts, students will also engage in the chapter discussion for the week. Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. In order to earn full participation points, your responses must be related to the discussion question and include new ideas or personal perspectives.</p> <p>*The prompts must be submitted to Canvas prior to the start of class.</p>		
<p>Culturally Inclusive Documentation</p>	<p>Students will create a registration, intake, assessment, and informed consent document that demonstrates cultural inclusivity.</p>	<p>50 pts</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Culturally Inclusive Intake/Assessment</p>	<p>Students will complete a 20-30 minute dyad with an individual demonstrating a culturally inclusive informed consent and intake session. Students will use the documents from the Culturally Inclusive Documentation assignment. Students will choose a partner that is of a culture different from them.</p> <p>After the completion of the Intake/Assessment students will write an assessment report in a culturally inclusive manner and write a reflection on the counseling differences and similarities the students have noticed while conducting the intake/assessment with their partner.</p> <p>Students in the counselor role will RECORD the Zoom counseling session.</p> <p>Recording sessions should have both the client and counselor in the frame. *For help on Zoom Recording click on video: (https://youtu.be/AYzPS28rg7E).</p>  <p>The screenshot shows the Zoom meeting interface. At the top, there is a 'Recording...' indicator with a red arrow pointing to it and the text 'Always look here to make sure you're recording!'. Below this, meeting details are listed: Meeting Topic: Lindsey's Zoom Meeting, Host Name: Lindsey, Invitation URL, and Participant ID: 31. The main area contains icons for 'Join Audio', 'Share Screen', and 'Invite Others'. At the bottom, the Zoom toolbar is visible with icons for 'Join Audio', 'Start Video', 'Invite', 'Manage Participants', 'Share Screen', 'Chat', 'Pause/Stop Recording', and 'End Meeting'. Red arrows point from text labels to these icons: 'Add Audio' points to 'Join Audio', 'Start Video' points to 'Start Video', 'Invite others' points to 'Invite', 'Click to Share Screen' points to 'Share Screen', 'Record here' points to 'Pause/Stop Recording', and 'End meeting' points to 'End Meeting'.</p>	<p>50 pts (25 pts dyad, 25 pts report and reflection)</p>	<p>2, 4, 5, 6</p>

	Recorded counseling sessions will be uploaded to the assignment on Canvas for the instructor's to review and assess.		
Project and Presentation	<p>The term project will provide an opportunity for each student to conduct research on a specific cultural group and to then present that information to the class through a paper and presentation. The purpose of the project is to contribute to the advancement of the cross-cultural knowledge, skills, and understanding of each student in the class. Each person will sign up for a specific cultural group that is different from their own.</p> <p>The following are some broad categories that you may want to explore.</p> <ol style="list-style-type: none"> 1. Racial pride and identity including ethnic heroes and important historical events. 2. Socioeconomics: facts about income, employment, population, occupation, and level of education. 3. Communication: language differences, nonverbal behaviors, and special ethnic phrases important to the group. 4. Cultural values. 5. Sexual, marital, and family issues; customs that differ from those of the majority population. 6. Contemporary issues and concerns. 7. Stereotypes associated with this group. 8. Counseling strategies to consider when working with the chosen group and the Hawaiian culture. <p>The project and presentation should compare the two cultures across some of the following values:</p> <ul style="list-style-type: none"> • Primacy of individual Primacy of relationship • Nuclear family structure Extended family structure • Fulfillment of individual needs • Achievement of collective goals • Expression of feelings Control of feelings • Morality anchored in person Morality linked to relationships • Time Orientation – Past, Present, Future Religious beliefs • Value of Western education • Work ethic: quality performance/quality product • Value of being responsible for one's own learning • Cooperating and working together with those outside of their culture <p>The project consists of (1) a written paper</p>	150 (50 pts paper, 100 pts presentation) pts	1, 3

	<p>discussing your findings (50 points) and (2) a presentation (100 points). The paper should be at least 10 pages in length and should discuss the research findings of your chosen population and the Hawaiian culture.</p> <p>Each person must create and present their project. The project will be based on the culture the student signs up for and the Hawaiian culture. A list of cultures will be given to students to sign up.</p> <p>A minimum of 3 scholarly resources in addition to the textbooks are required. APA formatting for in-text citations and references is required.</p> <p>The presentation will be no more than 15 minutes in length.</p>		
<p>Final Reflection Paper</p>	<p>Students will write a minimum 8 page final reflection paper based on the following criteria below. A minimum of 3 scholarly resources in addition to the textbooks are required. APA formatting for in-text citations and references is required.</p> <p>Part I The final reflection paper should include the following in relation to the chosen population, Hawaiian culture, counseling, and inclusivity:</p> <ul style="list-style-type: none"> • A discussion of the importance of an inclusive environment • A discussion of how harmful a therapeutic space can be if it is not culturally inclusive • Aspects that create a culturally inclusive environment • Tips, for each culture, you will provide to create a counseling approach that is culturally inclusive • Include and incorporate an ‘Ōlelo No‘eau that aligns with the overall theme of your research findings, concepts of cultural inclusivity, and counseling • Discuss Hawaiian values in a counseling context. Some examples of Hawaiian values are ‘ike kupuna, ‘ike, kōkua, kūpono, kuleana, laulima, lōkahi, akua, ‘auamo, kanaka, and pilina. <p>Part II Personal reflection based on the research findings, intercultural counseling, cross-cultural counseling, inclusivity, and what you have learned.</p>	<p>100 pts</p>	

Tentative Course Schedule

Date	Focus & Learning Objectives	Readings	Due
Week 1	<ul style="list-style-type: none"> • Welcome, Introductions, Course Syllabus • Multicultural Counseling, Intercultural Counseling, Cultural Humility • Discourse • Start Reading People and Cultures of Hawai'i (complete by Week 8) 	Sue Ch. 1-3 Monk Ch. 1, 5	
Week 2	<ul style="list-style-type: none"> • Sue Part 2: The Impact and Social Justice Implications of Counseling and Psychotherapy • Class Discussion 	Sue Ch. 4-6 Monk Ch. 3, 6, 12	Weekly Prompt 1
Week 3	<ul style="list-style-type: none"> • Sue Part 3: The Practice Dimensions of Multicultural Counseling and Therapy • Class Discussion 	Sue Ch. 7-10 Monk Ch. 2, 4	Weekly Prompt 2
Week 4	<ul style="list-style-type: none"> • Sue Part 4: Racial, Ethnic, Cultural (REC) Attitudes in Multicultural Counseling and Therapy • Class Discussion 	Sue Ch. 11-13 Monk Ch. 7, 8	Weekly Prompt 3
Week 5	<ul style="list-style-type: none"> • Gender, Sexuality, and Globalization of Identity • Class Discussion 	Monk Ch. 9, 10, 11	Weekly Prompt 4
Week 6	<ul style="list-style-type: none"> • Culturally Inclusive Documentation • Culturally Inclusive Intake, Assessment, Informed Consent 		Culturally Inclusive Documentation, Intake, Assessment, Informed Consent
Week 7	<ul style="list-style-type: none"> • Models of Community • Class Discussion 	Monk Ch. 13, 14	Weekly Prompt 5
Week 8	<ul style="list-style-type: none"> • People and Cultures of Hawai'i • Project 	People and Cultures of Hawai'i	
Week 9	<ul style="list-style-type: none"> • Project Presentation 		
Week 10	<ul style="list-style-type: none"> • Final Paper 		Final Paper