



## **PSY 350 The People and Cultures of Hawai`i**

Online (Asynchronous)

Credits: 3      Term: Flex 15-Week

### **Instructor Information**

**Instructor:** Darren Iwamoto, EdD, LMHC

**Email:** diwamoto@chaminade.edu

**Phone:** (808) 739-4604

**Office Location:** Behavioral Sciences 105A

**Office Hours:** MW 11:30 am – 12:30 pm

**Virtual Office:** <https://chaminade.zoom.us/j/96611840543>

**Virtual Office Hours:** MW 11:30 am – 12:30 pm

### **School & Department Information**

#### **School of Education and Behavioral Sciences**

Office Location: Behavioral Sciences 105

Phone: (808) 735-4751

### **Course Description & Materials**

#### **Catalog Course Description**

This course is designed to support students in developing an appreciation for the cultural diversity in Hawai`i. This includes increased knowledge of the psychological, anthropological, sociological, historical and contemporary inter and intra-group factors that play a role in understanding the beliefs and practices of the many cultures that contribute to diversity in Hawai`i. Students will examine how culture-based research in the education and health fields has affected our understanding of traditional truths and principles about human behavior. This course will emphasize developing a greater understanding of Native Hawaiian and Pacific Island cultures. (PSY 101, EN 102, COM 101).

#### **Time Allocation**

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.

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.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend on average of 13.5 hours per week engaged in this course. This includes 24 hours studying for your mid-term and final exams, 2 hours to complete your mid-term exam, 2 hours to complete your final exam, 10 hours to complete your presentation, 16 hours researching and writing your discussion responses, and approximately 80+ hours of additional class engagement (e.g., assigned readings and videos). A disaggregated breakdown of class engagement can be found in your Canvas classroom under Modules.

## **Required Materials**

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

## **Recommended Items**

Cultural Diversity in Health and Illness (2016) 9th Edition, Rachel Spector

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

The Canvas classroom will contain your gradebook, course assignments, exams, and resources.

## **Learning Outcomes**

### **Program Learning Outcomes (PLOs)**

#### **Psychology Program Learning Outcomes (PLO)**

- 1. Students will identify key concepts, principles, and overarching themes in psychology.**
- 2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.**

- 3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.**
- 4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.**

### **Course Learning Outcomes (CLOs)**

Upon completion of this course, students will be able to:

1. Explain the inter and intra-group factors that contribute to cultural diversity in Hawai'i. (PLO 1)
2. Evaluate the impact of historical and contemporary events on Native Hawaiian and Pacific Island cultures. (PLO 1, 3)
3. Compare and contrast the beliefs and practices of different cultures in Hawai'i. (PLO 1, 3)
4. Apply culturally competent skills to effectively communicate and interact with individuals from diverse cultures in Hawai'i, while also recognizing the Characteristics of a Marianist Education Core Values, more specifically, Adaptation to Change, due to the rapidly evolving social and technological landscape. (PLO 2)

### **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.

### **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 'Olelo 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
<b>Marianist Values</b>	4	2	5	4
<b>PLOs</b>	1	1, 3	1, 3	2
<b>Native Hawaiian Values</b>	4	2	5	4

## Course Activities

### Milestone 1

#### Important Information

Your **Introduction Discussion Thread** assignment serves as Milestone 1 for this course and documents your attendance.

According to Chaminade University's Flex program policy, students who do not complete this assignment by the deadline will be administratively withdrawn from the course.

**Deadline:** Due by 11:59 PM on the 14th day of class.

You are encouraged to complete this assignment promptly to maintain your enrollment status.

### Milestone 2

#### Important Information

Your **Mid-Term Exam** serves as Milestone 2 for this course and documents your activity in this course.

Due to the Mid-Term Exam being a Milestone assignment, no extension to the due date will be made regardless of reason. If you do not complete this assignment by the due date, you will receive a zero (0).

**Deadline:** Sunday of Week 8 by 11:59 PM

You are encouraged to complete this assignment promptly to maintain your enrollment status.

### **Discussion Responses**

Discussion Question Response (10 points each) - Based on the video, your readings, and your thoughts on the subject, please respond to the discussion question in no less than **200 words** in length. Post your discussion response directly to Canvas. This will assess CLO 1, CLO 2, CLO 3, and CLO 4.

**Do not post as an attachment.** This will make it easier for everyone to see your response. List your sources at the bottom of your post using APA formatting.

*In addition, you will ask at least one (1) question based on the respective chapter(s) for your peers to respond to after responding to the respective discussion question.*

*The following are guidelines for weekly discussion grades:*

- *Excellent* = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is **well written**. Grade of 10 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion. At least one (1) question was written for your peers to respond to.
- *Above Average* = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 8 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed. At least one (1) question was written for your peers to respond to.
- *Average* = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 5. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand. No question was submitted for your peers to respond to.
- *Minimal* = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 3 here indicate that the comments may provide

- some social presence to a collegial atmosphere. No question was submitted for your peers to respond to.
- *Unacceptable* = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided. No question was submitted for your peers to respond to.

## Exams

**Mid-Term Exam** (81 points) – The Mid-Term exam will consist of multiple choice and essay questions covering the following chapters: Hawaiians, Euro-Americans, Chinese, Portuguese, Japanese, Okinawans, and Hispanics. A study guide is provided for you in Canvas. This will assess CLO 1, CLO 2, and CLO 4.

**Final Exam** (216 points) – The Final exam will consist of multiple choice questions covering the following chapters: Hawaiians, Euro-Americans, Chinese, Portuguese, Japanese, Okinawans, Hispanics, Koreans, Filipinos, Blacks, Samoans, Thais, Vietnamese, Cambodians, and Micronesians. A study guide is provided for you in Canvas. This will assess CLO 1.

## Capstone

**Cultural Comparison Presentation** (180 points): Students are asked to compare and contrast the beliefs and practices of the **Native Hawaiian culture and** one or more other cultures in Hawai'i. This will assess CLO 1 & CLO 3.

Instructions:

Choose two or more cultures in Hawai'i to compare and contrast. These will include **Native Hawaiian culture, and**, other Pacific Islander cultures, Asian cultures, European cultures, or other cultural groups represented in Hawai'i.

Conduct research to gain a deeper understanding of the beliefs and practices of each culture. This research should include both academic sources and first-hand accounts from individuals who belong to each culture.

Create a slideshow presentation (e.g. PowerPoint, Keynote, or Google Slides) comparing and contrasting the beliefs and practices of the chosen cultures. **Important note: if you submit a Google Slide share link you must set the security to ANYONE WITH A LINK. If I cannot access (open) your Google Slide it will not be graded.** The presentation should include the following elements:

- a. An introduction that provides context and background information on the cultures being compared and contrasted.
- b. A description of the beliefs and practices of each culture, with examples and illustrations as appropriate.

- c. A comparison of the beliefs and practices of the cultures, highlighting at least 3 similarities and differences between them.
- d. An analysis of the factors that have contributed to the similarities and differences between the cultures, including historical, social, and political factors.
- e. A conclusion that summarizes the key findings of the comparison and contrast and reflects on the implications for healthcare and other fields.

Your slideshow presentation is required to have a minimum of 8 slides (this includes your title slide and reference slide) and more than 3 resources that can be academic (credible) sources, personal accounts, and interviews. One slide will be your title slide and your last slide will be your reference slide (these are counted towards your minimum slide count).

Each slide's in-text citations should be either at the bottom of the slide or in the speaker notes. If your slide requires an explanation, please put your explanation in the speaker notes.

## Course Policies

### Attendance

Students are expected to actively participate in course room discussions. Students should notify their instructor when illness or circumstances prevents them from actively participating in class for periods longer than one week.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

### Late Work

This course utilizes a Flex model, meaning there is a firm deadline for the Milestone 1 assignment, which is due by 11:59 PM on the 14th day of class, and another firm deadline for the Milestone 2 assignment, which is due by Sunday of Week 8 by 11:59 pm. If Milestone 1 is not completed by the due date, you may be dropped from the class. If Milestone 2 is not completed by the due date, you will receive a grade of zero (0) for the assignment. All other assignments can be turned in at your convenience (but no later than 11:59 pm on the last day of the term). Please refer to Self-Service to confirm when your course term ends, as all assignments are due before then.

### Extra Credit

No extra credit will be assigned in this course.

## **Grades of Incomplete**

No incomplete grade will be issued at the end of this course regardless of reason.

## **Final Grades**

Final grades are submitted to [Self-Service](#):

## **Assessment**

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A** Outstanding scholarship and an unusual degree of intellectual initiative
- B** Superior work done in a consistent and intellectual manner
- C** Average grade indicating a competent grasp of subject matter
- D** Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F** Failed to grasp the minimum subject matter; no credit given

Final grades will be based on the quality of work and will be assigned based on a straight percentage basis using the following table:

Assignment	Points	CLO
Discussion Responses	155 points (max possible throughout the term)	1, 2, 3, & 4
Cultural Comparison Presentation	180 points	1 & 3
Mid-Term	81 points	2 & 4
Final Exam	216 points	1 & 3

569 (90%)	-	632 (100%)	A
505 (80%)	-	568 (89%)	B
442 (70%)	-	504 (79%)	C
379 (60%)	-	459 (69%)	D

378 (59%) or below

F

A - Outstanding scholarship and an unusual degree of intellectual initiative

B - Superior work done in a consistent and intellectual manner

C - Average grade indicating a competent grasp of subject matter

D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F - Failed to grasp the minimum subject matter; no credit given

## 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](mailto: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](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Course Schedule**

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

Date	Class Activity	Readings Due:	Assignments Due:
Week 1:	Review Syllabus  Class Introductions  Preface, Introduction & Chronology	PCoH: Preface, Introduction & Chronology	Discussion: Introduction Discussion Thread <b>(Milestone 1)</b>
Week 2:	Chapter 1 The Hawaiians	PCoH: Chapter 1	Discussion Question (DQ) 1
Week 3:	Chapter 2 The Euro-Americans	PCoH: Chapter 2	Discussion Question (DQ) 2

Week 4:	Chapter 3 The Chinese	PCoH: Chapter 3	Discussion Question (DQ) 3
Week 5:	Chapter 4 The Portuguese	PCoH: Chapter 4	Discussion Question (DQ) 4
Week 6:	Chapter 5 The Japanese  Chapter 6 The Okinawans	PCoH: Chapters 5 & 6	Discussion Question (DQ) 5  Discussion Question (DQ) 6
Week 7:	Chapter 7 The Hispanics	PCoH: Chapter 7	Discussion Question (DQ) 7
Week 8:	Complete Mid-Term Exam		Mid-Term Exam <b>(Milestone 2)</b>
Week 9:	Chapter 8 The Koreans  Chapter 9 The Filipinos	PCoH: Chapters 8 & 9	Discussion Question (DQ) 8  Discussion Question (DQ) 9
Week 10:	Chapter 10 The Blacks	PCoH: Chapter 10	Discussion Question (DQ) 10
Week 11:	Chapter 11 The Samoans	PCoH: Chapter 11	Discussion Question (DQ) 11
Week 12:	Chapter 12 The Thais	PCoH: Chapter 12	Discussion Question (DQ) 12
Week 13:	Chapter 13 The Vietnamese  Chapter 14 The Cambodians	PCoH: Chapters 13 & 14	Discussion Question (DQ) 13  Discussion Question (DQ) 14
Week 14:	Chapter 15 The Micronesians	PCoH: Chapter 15	Discussion Question (DQ) 15

Week 15:	Conclusion  Complete Cultural Comparison Presentation  Complete Final Exam	PCoH: Conclusion	Cultural Comparison Presentation  Final Exam
-------------	---	------------------	---