



Chaminade University of Honolulu
School of Education and Behavioral Sciences

PSY 350 The People and Cultures of Hawai'i

Spring 2026 1/12/2026-5/8/2026

Distance Education: M/T/W/Th/F: 12:00 AM - 12:00 AM

Credits: # 3 Section: # 90 Term: Fall 2025

Instructor Information



Instructor: Kacie Cohen, LMHC, NCC

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Phone: 808-735-4745

Office Location: Behavioral Science #108

Office Hours: By Appointment Only, Email or call to set up appointment

Virtual Office: <https://meet.google.com/yep-tdde-esf>

Virtual Office Hours: By Appointment Only, Email or call to set up appointment

Communication

For any questions regarding this course, please feel free to email the instructor at Kacie.cohen@Chaminade.edu. Online, in-person, or a google meets can also be arranged. I will make every effort to respond promptly; however, please allow up to one day for a response in some cases. If you reach out over the weekend, I will respond on the next business day.

School & Department Information

School of Education and Behavioral Science

Office Location: Behavioral Sciences Building, [Link](#)

Phone: (808) 735-4711

If you have questions regarding the [School of Education and Behavioral Sciences](#), reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This course is designed to support students in developing an appreciation for the cultural diversity in Hawaii. 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 Hawaii. 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.

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 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 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 9 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, 7.5 hours responding to your peers, and approximately 73.5+ 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 Materials

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

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

Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio. Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free

software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Course Approach

We will be utilizing an online seminar approach; thus, we will be incorporating class discussions via our online format in Canvas and/or Zoom. Students must complete the readings prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is 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 and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

Course Requirements

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

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at cstechsupport@chaminade.edu or (808) 735-4855.

Learning Outcomes

Program Learning Outcomes (PLOs)

This course develops and assesses the skills and competencies for the Psychology program student learning outcome

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)

Students completing this course will:

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.

PSY 350 The People and Cultures of Hawai'i is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, "new times call for new methods." This could not be truer for the field of Psychology. Cross-Cultural Psychology seeks to identify

and understand why we do what we do and think what we think within the context of diversity. This value guides this course through its focus on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

This will be found in our class discussions and in our capstone culture presentation.

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 (‘Olelo 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 (‘Olelo 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 (‘Olelo 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 (‘Olelo 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 (‘Olelo 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		5		
PLOs	1	4	2,3	2
Native Hawaiian Values		5		

Course Activities

Assignments:

Weekly Discussion & Participation: *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.

Participation Requirement (10 points per discussion 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. To earn full participation points, your responses must be related to the discussion question or to your peer's question(s), and include new ideas or personal perspectives. For full participation credit you are required to contribute a total of two substantive responses each week.

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.

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.

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:
 1. An introduction that provides context and background information on the cultures being compared and contrasted.
 2. A description of the beliefs and practices of each culture, with examples and illustrations as appropriate.
 3. A comparison of the beliefs and practices of the cultures, highlighting at least 3 similarities and differences between them.
 4. An analysis of the factors that have contributed to the similarities and differences between the cultures, including historical, social, and political factors.
 5. 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 log on weekly and complete course requirements which they are registered. Students should notify their instructor when illness prevents them from logging on and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4745 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

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.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

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

Assignments are expected to be submitted by the specified deadlines to ensure timely feedback and to maintain the course schedule. Please be aware that late work cannot be accepted under any circumstances. Additionally, incomplete grades will not be issued at the end of this course. To ensure your assignments are submitted on time, please note that all work is due by 11:59 PM Hawaii Standard Time on the dates listed in Canvas.

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.

Final Grades

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

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, 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 Kōkua 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.

Tentative Course Schedule: (See Canvas for Instructions and Due Dates)

Date	Class Activity	Readings Due:	Assignments Due:
Week 1:	Review Syllabus Preface, Introduction & Chronology	Preface, Introduction & Chronology	Discussion: Introduction Discussion Thread
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 Responses to DQ 1
Week 4:	Chapter 3 The Chinese	PCoH: Chapter 3	Discussion Question (DQ) 3 Responses to DQ 2
Week 5:	Chapter 4 The Portuguese	PCoH: Chapter 4	Discussion Question (DQ) 4 Responses to DQ 3
Week 6:	Chapter 5 The Japanese Chapter 6 The Okinawans	PCoH: Chapters 5 & 6	Discussion Question (DQ) 5 Discussion Question (DQ) 6 Responses to DQ 4

Week 7:	Chapter 7 The Hispanics	PCoH: Chapter 7	<p>Discussion Question (DQ) 7</p> <p>Responses to DQ 5</p> <p>Responses to DQ 6</p>
Week 8:	Complete Mid-Term Exam	N/A	<p>Responses to DQ 7</p> <p>Mid-Term Exam DUE: March 8th @ 11:59pm</p> <p><i>(Mid-Term Examination may NOT be taken after due date regardless of reason.)</i></p>
Week 9:	<p>Chapter 8 The Koreans</p> <p>Chapter 9 The Filipinos</p>	PCoH: Chapters 8 & 9	<p>Discussion Question (DQ) 8</p> <p>Discussion Question (DQ) 9</p>
Week 10:	Chapter 10 The Blacks	PCoH: Chapter 10	<p>Discussion Question (DQ) 10</p> <p>Responses to DQ 8</p> <p>Responses to DQ 9</p>
Week 11:	Chapter 11 The Samoans	PCoH: Chapter 11	<p>Discussion Question (DQ) 11</p> <p>Responses to DQ 10</p>
Week 12:	Chapter 12 The Thais	PCoH: Chapter 12	Discussion Question (DQ) 12

			Responses to DQ 11
Week 13:	Chapter 13 The Vietnamese Chapter 14 The Cambodians	PCoH: Chapters 13 & 14	Discussion Question (DQ) 13 Discussion Question (DQ) 14 Responses to DQ 11
Week 14:	Chapter 15 The Micronesians	PCoH: Chapter 15	Discussion Question (DQ) 15 Responses to DQ 13 Responses to DQ 14 <i>*No Responses to DQ 15</i>
Week 15:	Conclusion Complete Cultural Comparison Power Point Presentation	PCoH: Conclusion	Cultural Comparison Presentation DUE: December 7th @11:59pm
Week 16 Final's Week	Complete Final Exam	N/A	Final Exam DUE May 1st @ 11:59pm <u>(Reminder: Final Exam May NOT be taken after: due date regardless of reason)</u>