

## **Pre-Modern Pacific Islands at Chaminade University**

**Instructor: Suzanne Acord, PhD**

**Cell: 808-783-6034**

**Email: [suzanne.acord@chaminade.edu](mailto:suzanne.acord@chaminade.edu)**

I'm Suz Acord, your instructor. I have 20 years of teaching experience in Micronesia and Hawaii. My interest in the Pacific Islands began while serving as a Peace Corps volunteer in Yap, Micronesia. In 2000, I moved to Hawaii to pursue my MA and PhD in Pacific Island politics and history. I hope you enjoy studying the region as much as I do! I am a lifelong learner and I hope you are, too. Two of my favorite lifelong experiences can be found here:

Teacher at Sea Blog: <http://teacheratsea.noaa.gov/2014/acord.html>

Travel Blog: <http://www.edutopia.org/blog/summer-travel-for-teachers-suzanne-acord>

**Course description and objectives:** This course will allow students to explore the Pacific Islands. Students will hone their ability to analyze and explain historical patterns throughout the Pacific. Students will examine current political, economic, and social challenges facing the Pacific and will celebrate the many successes of the Pacific Islands.

**Textbook:** In lieu of a textbook, students will be required to pay for their entry fees to a variety of historical and cultural events. Please plan accordingly.

Locate these readings and bookmark them immediately. They are large documents.

[Militarism](#)

[Gender](#)

**Grading scale:** Your grade should not be a surprise. You should keep track of your scores on a weekly basis. All scores with comments will be posted on Canvas.

100%-90%=A    89%-80%=B    79%-70%=C    69%-60%=D    59% and below=F

### **Class participation and attendance:**

Students are expected to actively participate in class activities and discussions. Your contributions and enthusiasm will increase productivity in our class.

### **Plagiarism:**

Review school policies regarding plagiarism. All plagiarism incidents will result in a 0 and will be reported to the student's academic advisor and dean. **All work must be cited in the paragraphs and in a formal works cited. No exceptions.** See your academic advisor for assistance.

**Research:** You will be a stronger researcher and writer as a result of your efforts in this class. Please practice using academic sources and our library databases. Do not use any Wikis,

About.com, travel sites, or children's sites when presenting your new knowledge to your peers. We will learn from you and we need to see quality research.

**Late work:**

Please complete all assignments on time. All assignments are provided before the semester begins, hence last minute emergencies and procrastination should not be issues. Late work will NOT be accepted. This requires that you be punctual and avoid procrastination. Please check that your video settings are set to ensure that all who have the link can view it. If we can't view it, we can't learn from you. If you are in the military, your service to our country is appreciated. Please be sure that you contact your instructor well ahead of time if you have military conflicts.

**Communication:**

Students are expected to communicate with the instructor when they have questions about course expectations. Avoid procrastination. Contact your instructor long BEFORE an assignment is due rather than the day it is due. When using email, please include a subject line, your full name, standard fonts and a professional tone. When leaving voicemail, please leave your full name and a detailed message. I will respond to your message within 24 hours, unless it is a holiday or weekend. Texting is fine, but please let me know who you are in the text. Be clear about your needs. Please do not call or text after 9PM.

**Students with disabilities:**

It is the student's responsibility to self identify with the Director of Personal Counseling in order to receive accommodations. Only those students with appropriate documentation will receive services. Contact the Director of Personal Counseling at (808) 739-4603.

**Weekly assignments (sharing of knowledge):**

a. Use a full heading, cite all sources throughout the paper (in-text citations) and in a works cited. Please edit your work before posting. A URL is not a citation.

b. Respond to questions posed by the instructor. Include a works cited. Use an introductory paragraph, body paragraphs that express a different topic in each, and a concluding paragraph that sums up your work. Five paragraphs minimum per assignment. Video blogs and Google Slides should use the same format. Please check that your video settings are set to ensure that all who have the link can view it. If we can't view it, we can't learn from you.

c. Be sure to refer to **all assigned sources** in each initial post. Please use no more than 4 typed lines of direct quotations in your essays and projects. We want to hear YOUR thoughts and analysis.

d. **No in-text citations and/or works cited will result in no credit.** Please do not ask for rewrites if you choose not to cite.

**Assignment points:** All grades and comments are posted throughout the semester. Log in to view your class average and read all comments shared by the instructor.

*5 points each:* Initial blog posts are due by 8PM on Fridays on the dates specified.

*Peer reviews* are due by 8PM on Mondays after each initial blog. No peer response = no credit.

*25 points:* A link to your final project is due to our blog on December 10th by 8PM.

*8 points:* Final peer reviews are due by December 13th by 8PM.

*10 points each:* Full participation in each place-based learning experience. Share what you've learned via a YouTube video or a Google Slide Presentation. Evidence of your experience is required. For example, photos of your journey, receipt or ticket from museum, or a video of you at the event. **We must see YOU at the location and we must see evidence of the date you attended.** Be sure to explain how your new knowledge links to our course content. This should be organized in the same format as your essays and weekly assignments: Introduction, body, conclusion.

**Place-Based Learning:** Bring family and/or friends if you'd like. Be sure to check the schedules, fees, and admission policies. Plan ahead!

1. By September 22nd: Honolulu Art Museum. 900 S. Beretania St. Get in touch with your peers if you'd like to explore with them. Explore how artifacts can help you understand daily life in the islands. Be sure to visit the Hawai'i room upstairs and the Pacific Islands exhibit. Visit others as well to enhance your experience. A few days a month are free. Call to inquire.

2. By October 20th: Bishop Museum. Get in touch with your peers if you'd like to explore with them. Explore how artifacts can help you understand daily life in the islands.

3. By December 1st: Volunteer at one of these fishponds.

He'eia fishpond: <http://paepaeoheeia.org/volunteer/> or

Waikalua fishpond: <http://www.thepaf.org/waikalua/register/>

(This takes planning ahead. **Call them the first week of class or earlier to schedule.**)

4. Before December 8th: Self guided-field trip. Trips must be relevant to our course content. Be sure the location is safe for you. Your instructor will periodically send suggestions. Share what

you learned about the Pacific and how it links to our course content. How does this event enrich your research?

### Blog Expectations

Target: 5 points	Acceptable: 4-1 points	Unacceptable: 0 points
<p>Responds to all questions with depth; exemplifying a clear understanding of content; 5 paragraphs minimum; refers to all sources assigned; includes citations and a proper works cited; appropriate structure, edited</p> <p><b>AND</b></p> <p>Replies to at least 1 classmate's post. Replies are considerate, respectful, and detailed. 1 full paragraph minimum (5 complete sentences)</p>	<p>Responds to questions with limited depth; some understanding of content; less than five paragraphs; refers to some assigned sources; incomplete citations and a works cited; unorganized; poorly edited</p> <p><b>AND</b></p> <p>Replies to one classmate's post. Reply is incomplete and lacks detail.</p>	<p>No post and/or the post does not demonstrate understanding of the content; post does not refer to any assigned sources; no citations; no works cited</p> <p><b>AND/OR</b></p> <p>No reply; late reply; disrespectful reply</p>

### Weekly Assignments

Essay/video posting: 8PM on Friday

Citations are required for EVERY assignment.

Peer response due (When assigned): 8PM on the Monday after the initial assignment

No peer response will result in no credit for the assignment. Late assignments will not be assigned peer reviews. When assigned, they are assigned at 8:01 on Friday.

**\*\*If the site is down, be sure to email your instructor your assignment before it is due.\*\***

### Week 1: (Due September 1st, 8PM to Canvas.)

1. Introductions: Upload a YouTube or Vimeo link to answer these introductory questions.

Uploading a video is lengthy. Don't procrastinate.

- What preconceptions do you have about the Pacific Islands?
- Why did you choose to take this class? If you've taken one of my classes in the past, what advice do you have for new students?
- View this map: [http://www.hawaii.edu/cpis/pac\\_isle\\_map.pdf](http://www.hawaii.edu/cpis/pac_isle_map.pdf)
- Play this game: [http://www.sheppardsoftware.com/Oceania\\_G0\\_click.html](http://www.sheppardsoftware.com/Oceania_G0_click.html)
- How well did you do on this map quiz? Do you know *your* Pacific Islands?
- Have you been to any of these countries? If so, when and why?
- What state or country do you call home? If you are from off island, what brought you to Hawai'i?

*Be sure that we can hear you and see you. In addition, check your background and noise. Do you look professional? Practice a few times before you record.*

2. View this site: <http://chaminade.libguides.com/cite>

Examine this page to ensure you understand why we need to cite our work and how we need to cite our work. You are responsible for following school and national copyright policy. **As stated earlier, you will not receive credit if you do not give proper credit to your authors.**

## **Week 2: (Due September 8th, 8PM to Canvas.)**

1. Syllabus “checking for understanding” email: Email your professor via Canvas letting her know that you’ve read the syllabus and that you’ve examined Chaminade’s Library Guide. This is a great time to ask questions and share concerns. Points will be provided for completion of this professional email.

2. Research exploration and weekly essay posted on Canvas

a. Examine these links and the links they provide. (Cut and paste them if the links don’t work.) These sources will be very useful for you this semester. You are expected to use these sources throughout the semester.

b. How might they be useful to you this semester? (Share in your weekly essay)

First, Go to this link and click on “Subscribe to Email Updates.” Then, subscribe.

<https://www.eastwestcenter.org/publications/browse-all-series/pacific-islands-brief>

<http://libweb.hawaii.edu/digicoll/ttp/ttpi.html>

[http://www.hawaii.edu/cpis/publications\\_1.html](http://www.hawaii.edu/cpis/publications_1.html)

<http://pidp.eastwestcenter.org/pireport/>

<http://scholarspace.manoa.hawaii.edu/handle/10125/2828>

c. Examine the last link (scholarspace). Find an article that is of interest to you.

(Share in your 5 paragraph essay)

- Provide your peers with the link to the article.
- Describe why it is interesting to you.
- What do we need to know about the article?
- Fully cite the article.

## **Week 3: (Due September 15th, 8PM to Canvas.)**

“Our Sea of Islands”

a. Read: [Article: Hau‘ofa, Epeli. “Our Sea of Islands.”](#) The Contemporary Pacific Vol. 6, No. 1 (Spring 1994): pp. 147–161.

b. Read this article that can be found in the Chaminade library databases.

Nunn, Patrick D. "Fished up or Thrown Down: The Geography of Pacific Island Origin Myths." *Annals of the Association of American Geographers* Vol. 93, no. 2 (June 2003): pp. 350–364. 2.

c. Weekly 5 paragraph essay:

1. Explain the different perceptions of the Pacific Islands that are expressed in the Hau'ofa article.
2. Whose perceptions are presented? How do they differ?
3. What origin myths are expressed in your assigned island group? (Use Nunn article)
4. Identify a paragraph in the Nunn article that seems especially significant to you. Type the paragraph. Explain why it is significant to your research.
3. Complete these sentences in your concluding paragraph. I used to think \_\_\_\_\_.  
Now I think \_\_\_\_\_.

**Week 4: (Due September 22nd, 8PM to Canvas. Peer review required by the following Monday at 8PM.)**

First field trip reflection due via Google Slides or a YouTube video.

Honolulu Art Museum. 900 S. Beretania St.

Explore how artifacts can help you understand daily life in the islands. Be sure to visit the Hawai'i room upstairs and the Pacific Islands exhibit. Visit others as well to enhance your experience. A few days a month are free. Call to inquire.

In your video or Google Slide presentation: How did the artifacts presented help you better understand these class topics?: gender, politics, education, culture, daily life, and economics. How will the museum visit be useful to our class this semester? (Use the 5 paragraph format to create an outline for your video or Google Slides. Be sure that you provide evidence of your visit via receipts, photos of artifacts, and photos of you.)

**Week 5: (Due September 29th, 8PM to Canvas.)**

1. Read the eBook on Gender in the Pacific. It can be found under "textbooks" above.
2. Create a 5 paragraph essay that expresses the following:
  - a. The activity questions with full, thoughtful answers on pages 6, 7, 11, 15, 20, 27, and 33 of the textbook. Weave these answers together rather than list them.

**Week 6: (Due October 6th, 8PM to Canvas.)**

1. Through academic research, find an article about gender roles or gender identification in one of your assigned countries. Include a full citation for this article.
2. Read this article about gender in Yap: <http://www.pacificworlds.com/yap/native/native1.cfm>
3. Watch this video about gender in Tonga. [https://youtu.be/7arK\\_JuQcBI](https://youtu.be/7arK_JuQcBI)

Reflection essay:

4. Use terms from the eBook and article to share your own research. Weave common ideas together and/or share contrasts. Be sure to organize your thoughts first through an outline. Pages 36 and 37 could be especially useful. \*\*Use in text citations and a works cited. You are an academic and must give credit to those who assisted you.

### **Week 7: (Due October 13th, 8PM to Canvas.)**

Politics and Governance

a. Read pages 125 to 137 in this book:

[http://scholarspace.manoa.hawaii.edu/bitstream/10125/20843/1/Ph.D.\\_AC1.H3\\_5009\\_r.pdf](http://scholarspace.manoa.hawaii.edu/bitstream/10125/20843/1/Ph.D._AC1.H3_5009_r.pdf)

Research essay:

b. Perform academic research about one of your island nations. Has your country's government (country assigned) transformed throughout the years? How?

c. Who holds power now in your country? Who held power in the past?

d. How is power gained? Used?

e. Use at least **two academic sources** in addition to your country's **constitution**. Cite them all fully.

f. Compare political structures in your country with political structures in Yap. Cite the Yap reading.

(You should have a minimum of 4 items in your works cited.)

### **Week 8: (Due October 20th, 8PM to Canvas. Peer review due the following Monday.)**

Bishop Museum Field Experience:

Identify objects from your assigned countries during your visit to the Bishop Museum.

Photograph them, you, and your receipt. In your video or Google Slide presentation: What did you learn about gender, politics, education, economics, or culture in your assigned countries during your visit? How will the museum visit be useful to our class this semester? (Use the 5 paragraph format to create an outline for your video or Google Slides.)

### **Week 9: (Due October 27th, 8PM to Canvas.)**

Social Issues and Education

a. Read pages 110 to 124 in this book:

[http://scholarspace.manoa.hawaii.edu/bitstream/10125/20843/1/Ph.D.\\_AC1.H3\\_5009\\_r.pdf](http://scholarspace.manoa.hawaii.edu/bitstream/10125/20843/1/Ph.D._AC1.H3_5009_r.pdf)

and 5 to 15 of this journal:

[http://pacificcircleconsortium.org/uploads/PAE\\_21\\_2\\_final\\_09.pdf](http://pacificcircleconsortium.org/uploads/PAE_21_2_final_09.pdf)

In your five paragraph essay:

b. Choose one social issue to focus on in your country (gender, education, social structures, home life, family, language, traditions).

c. What is the current status of this issue? Why?

d. How do the current conditions compare to the historical conditions? Why?

- e. How does your country's concerns compare with those in Yap? Use detail and cite the chapter.
  - f. Use at least two additional sources. Cite them throughout your essay and in your works cited.
- \*\*Be sure to cite your sources. Review week 1 if you need a refresher.**

**Weeks 10 and 11: (Due November 10th, 8PM to Canvas. Peer review due to the following Monday.)**

- a. Read sections 1, 2, and 3 of the Health and Environment eBook. It can be found here: <https://scholarspace.manoa.hawaii.edu/handle/10125/46004> (Click on PDF and download.)
- b. Read this Hezel article: [http://www.eastwestcenter.org/sites/default/files/private/pip007\\_0.pdf](http://www.eastwestcenter.org/sites/default/files/private/pip007_0.pdf)  
In an infographic, mosaic, or video,
- c. Respond to the videos on pages 5 and 28. (eBook)
- d. Respond to the infographics on pages 31 and 32. (eBook)
- e. Explain how “land is life” in the Pacific. (Cite both sources and your own research.)

**Week 12: (Due November 17th, 8PM to Canvas.)**

- 1. Find one legend or creation story about one of your assigned countries. The library is a great place to start your search. Read it and determine how it helps you understand any of our class topics in your country.
- 2. In your weekly essay, explain:
  - a. The title, author, and country of origin. A link to the legend would be great.
  - b. Why you chose this legend
  - c. A one paragraph summary of your legend.
  - d. How it helps you understand one of our class topics in your country.

**Week 13: (Due December 1st, 8PM to Canvas.)**

By December 1st: Volunteer at one of these fishponds.

He‘eia fishpond: <http://paepaeoheeia.org/volunteer/> or

Waikalua fishpond: <http://www.thepaf.org/waikalua/register/>

(This takes planning ahead. Call them the first week of class to schedule.)

In a video, Google Slides, or 5 paragraph essay answer:

Describe how “land is life” in the Pacific. What impact do you imagine current environmental challenges have on fishponds and on Pacific Islanders? What did you learn about the Pacific during your volunteer experience? Connections to the class?

**Week 14: (Due December 8th, 8PM to Canvas.)**

The Pacific in Your Words: Self-guided field trip

- a. Write a poem, song, or slam poetry piece about your self-guided field trip.
- b. Perform it in your video. Feel free to use instruments and props. 3-5 minutes.



- c. Once you have stated the piece's name and performed the piece, explain what you hope your peers will now understand about the Pacific.
- d. Include evidence of your trip.
- e. Upload the working link to Canvas. If we can't view it or hear it, we can't learn from it.

**Week 15: (Project due December 10th, 8PM to Canvas. Two peer reviews required and are due the 13th.)**

**\*\*If you have earned a 93% thus far with no missing assignments, your final project is waived. If any items are missing or you do not attend our events, you must complete your final project.**

- a. Comparative study: Examine 1 issue in your two different island nations. (Examine the issue you choose in both countries.) Who is involved? Why? Current solutions? Provide a regional or country specific solution for the issue. Use at least 5 visual aids (maps, interviews, photos) Act as a leader! Be creative! Use an introduction, your content, and a strong conclusion with your solutions. Hint: Use an issue you explored this semester.
- b. Your final project should have a works cited built into the video that is easy to analyze. It might look like rolling credits. Cite throughout the presentation so we know where you acquired your awesome research. No works cited = no credit.
- c. Time: 4-7 minutes (Possibilities: Documentary, PSA, newscast)

Changes may be made throughout the semester. Stay in contact with your professor. This syllabus is tentative.