

Modern Pacific Islands at Chaminade University

Instructor: Suzanne Acord, PhD

Cell: 808-783-6034

Email: 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 paid textbook, students will be required to pay for their entry fees to a variety of historical and cultural events. Locate these readings and bookmark them immediately. They are large documents.

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 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.

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 posts are due by 8PM on Fridays on the dates specified. Late posts prevent your peers from having the opportunity to respond.

Peer reviews are due by 8PM on Mondays after each initial post. No peer response = no credit. These will be assigned by Canvas. Some assignments will not have peer reviews. Check the directions.

25 points: A link to your final project is due to our blog on **May 7th by 8PM.**

8 points: Final peer reviews are due by **May 10th 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. Before **February 2nd:** 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.

2. Before **March 2nd:** Mission Houses Museum tour **or** 'Iolani Palace tour. Please take an actual tour with a docent (Mission Houses) or audio tour ('Iolani Palace). Evidence is required. Check for prices. If you have time, explore the church (free) next door to the Mission Houses and/or the Judiciary Center (free).

3. Before **March 23rd:** 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.)

4. Before **April 6th**: 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
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 AND Replies to at least 1 classmate's post. Replies are considerate, respectful, and detailed. 1 full paragraph minimum (5 complete sentences)	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 AND Replies to one classmate's post. Reply is incomplete and lacks detail.	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 AND/OR No reply; late reply; disrespectful reply

Weekly Assignments

Essay/video posting: 8PM on Friday

Citations are required for EVERY assignment.

Peer response due (When assigned): 8PM on Monday

No peer response will result in 0 credit for the assignment.

****If the site is down for some crazy reason, be sure to email your instructor your assignment before it is due.****

Week 1: (Due January 19th, 8PM to our blog. Peer review required.)

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
- Play this game: 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?

g. 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 January 26th, 8PM to our blog.)

1. Syllabus quiz: On Canvas (Open notes)

2. Research exploration

a. Examine these links and the links they provide. (Cut and paste them if the link doesn'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 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/tpi.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 February 2nd, 8PM to our blog.)

Country assignments and Bishop Museum field experience

- a. You now have two countries to research this semester. One was assigned by your instructor.
- b. Find a current article about each country. Suggestions were provided last week. (Avoid Wikipedia, travel sites, and About.com.)
- c. Provide the links in your video or Google Slides.
- d. Identify objects from these countries during your visit to the Bishop Museum. Photograph them. Photograph YOU at the museum, too.
- e. In your video or Google Slide presentation: What do we need to know about current happenings in these countries (from articles). What did you learn about them during your visit to the museum? 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 4: (Due February 9th, 8PM.)

Movie Analysis

Watch one of these movies. Be sure to watch one for this assignment, even if you've seen them all in the past.

Whale Rider OR Rabbit Proof Fence OR Once Were Warriors OR The Sapphires

While watching your chosen movie, identify the conflicts presented. For example, do you recognize cultural conflict? Gender conflict? Social conflict? What have you learned about the cultures presented in this movie? What questions are you left with at the end of the movie?

Would you recommend this movie? Why/why not?

Essay:

Answer the questions above in a five paragraph essay.

Week 5: (Due February 16th, 8PM.)

Learning through photographs and performances

- a. View these sites.

<http://digicoll.manoa.hawaii.edu/satawal/Pages/browseby.php?s=browse&by=year>

http://libweb.hawaii.edu/digicoll/ttp/tt_shows.html

<http://micsem.org/photos/nuclear/index.htm>

- b. Read these articles:

<http://digitalcommons.law.seattleu.edu/cgi/viewcontent.cgi?article=1442&context=sjsj>

<http://www.theguardian.com/world/2013/jul/03/french-nuclear-tests-polynesia-declassified>

<http://www.abc.net.au/news/2014-02-21/an-french-polynesia-upgrades-former-nuclear-sites/5276042>

c. Watch these performances.

<https://www.youtube.com/watch?v=3sbtpazYra0>

https://www.youtube.com/watch?v=mc_IgE7TBSY

<https://www.youtube.com/watch?v=DIrrPyK0eU>

d. Record yourself on video (using your phone, Youtube, Vimeo, or other recording technology) responding to the following questions. A 3-4 minute video will suffice.

1. Where are the regions expressed in the video located? What have you learned about these regions through the videos? How do they help you understand the values and lifestyles of these regions? What lingering questions do you have about the regions?
2. Post your live and working link onto our assignment page.
3. 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.

Week 6: (Due February 23rd, 8PM.)

a. Read *Militarism and Nuclear Testing*, the eBook. [Militarism](#)

Essay or Infographic:

- b. According to the book, how did WWII impact the Pacific? Include the who, what, when, where, why.
- c. How does nuclear testing impact two of the islands discussed in the reading? Our land?
- d. Complete the activity on page 27. Use pictures and extensive detail.
- e. Then, complete the following sentences and include them in your conclusion:

I used to think _____.

Now I know _____.

Week 7: (Due March 2nd, 8PM to our blog.)

Mission Houses Museum tour OR 'Iolani Palace tour. Please take an actual tour with a docent (Mission Houses) or audio tour ('Iolani Palace). Photographic evidence and receipt are required. Check for prices. If you have time, explore the church (free) next door to the Mission Houses and/or the Judiciary Center (free).

Google Slides or YouTube video:

When touring, keep the following questions in mind: What forms of cultural exchange and/or cultural imperialism do you see? Cultural conflict? Cultural successes? Cultural challenges? Do

you see religious, political, or social conflict? Provide examples. Be clear and specific. **Compare** political and cultural change in Hawai‘i and in one of the countries you are researching. Refer to last week’s assignment if need be.

Week 8: (Due March 9th, 8PM to our blog.)

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

and 5 to 15 of this journal:

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.**

Week 9: (Due March 16th, 8PM.)

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

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.)

Then, complete the following sentences and include them in your conclusion:

I used to think _____.

Now I know _____.

Week 10: (Due March 23rd, 8PM to our blog.)

a. Volunteer at one of these fishponds. (This takes planning ahead. Call them soon to schedule.)

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

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

In a video or Google Slides: 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? We must see YOU at the event.

Week 11: (Due April 6th, 8PM to our blog.)

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. (2-3 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.

Weeks 12 and 13: (Due April 20th, 8PM to our blog.)

- a. This is a lengthy and intense lesson that will require around two weeks time to complete. Please do not rush this or procrastinate on this. You may want to preview the documents and videos prior to completing it.

<https://www.youtube.com/embed/5HFY1s2g070>

<https://www.youtube.com/watch?v=hgmOO5jiiq0>

<https://www.gpo.gov/fdsys/pkg/BILLS-103sjres19enr/pdf/BILLS-103sjres19enr.pdf>

http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

<https://www.youtube.com/embed/XbKMs1Ux3kk>

- b. As you are watching the videos, complete [this concept map](#) to keep track of perspectives. The middle circle should be labeled, “Perspectives on Hawaiian Sovereignty.” The outside circles should include names or groups and their perspectives on Hawaiian sovereignty. Upload this to your post with your essay.

- c. 5 paragraph essay or highly detailed infographic posted on Canvas: As you have learned, there are many perspectives on Hawaiian sovereignty. You’ve seen only a few. Which perspective seems the most likely to be carried out? Why? What is your perspective? Why? Reference ALL of the sources when making your argument.

Week 14: (Due April 27th, 8PM to our blog.)

United Nations Issues

- a. Examine the United Nations site at un.org. Determine its purpose.
- b. Learn how the UN impacts your assigned country via un.org, your country's official sites, and <https://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html>

- c. Post a **5-paragraph essay** that expresses your country's history of involvement and/or response to human trafficking. How will you, as a representative of your country, address this issue? **Create a 5 step proposal** for the world to accept and implement. Cite all sources in your essay and in your works cited. Minimum of two sources cited in addition to un.org.
- d. Respond to at least two other students. Do your countries have similar stances? Will your country support your peer's proposal? Why/why not?

Week 15: (Due May 7th by 8PM) Final Project

****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)

Final Peer Feedback (Due May 10th, 8PM to our blog)

- a. Read/view/enjoy at least **two** other projects.
- b. Provide two pieces of positive feedback for each.
- c. Provide one compelling fact and why it is compelling (for each).
- d. Provide one gentle suggestion (for each).

*The instructor reserves the right to make changes to this syllabus when necessary.