

Modern Pacific Islands at Chaminade University

Instructor: Suzanne Acord, PhD

Cell: 808-783-6034

Email: suzanne.acord@chaminade.edu

I'm Suzanne 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. Please plan ahead to ensure you have necessary funds.

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. 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.

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. When I am a student, I try to complete each assignment a few weeks before it is due just in case of an emergency. 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. Avoid more than 4 lines of direct quotations. A URL is not a citation.
- b. Respond to all questions posed by the instructor. Include a works cited. Use an introductory paragraph that introduces your ideas, 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**. (Not *all students at Chaminade*. Your instructor does not have a student account.) 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. Final grades should not be a surprise.

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. Please post all assignments to Canvas.

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 on **May 6th by 8PM.**

8 points: Final peer reviews are due on **May 8th 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 Feb. 1st. 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. By March 1st. 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. By March 29. Volunteer at one of these sites.

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

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

Lo'i: <http://manoa.hawaii.edu/hshk/units/ka-papa-loi-o-kanewai/getinvolved/>

(This takes planning ahead. **Call them the first week of class to schedule. Please do not ask for an extension on this assignment.**)

4. By April 5th. 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 Posted On Canvas

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 reason, be sure to email your instructor your assignment before it is due.****

Week 1: (Due January 18th, 8PM. Peer review required.)

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

Uploading a video is lengthy. Don't procrastinate. Check settings so that we can all view it.

a. What preconceptions do you have about the Pacific Islands?

- b. 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?
- c. View this map: http://www.hawaii.edu/cpis/pac_isle_map.pdf
- d. Play this game: http://www.sheppardsoftware.com/Oceania_G0_click.html
- e. How well did you do on this map quiz? Do you know *your* Pacific Islands?
- f. 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?
- h. Examine these links and the links they provide. (Cut and paste 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.
- i. How might they be useful to you this semester? Which looks the most interesting? Why? (Share in your video)

<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>

Be sure that we can hear you and see you in your video. 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 25th, 8PM.)

- 1. Syllabus quiz: On Canvas (Open notes)
- 2. Read [this article about foreign encroachment in Micronesia](#). This is a good example of an academic article.
- 3. Create an illustrated timeline that expresses the impact of the Germans in Micronesia. Include the goals of the Germans and the impact on the islanders on at least 5 islands. Include a title, a timeline, years, at least 10 significant events, and a symbol or photo for each event. (Examples [can be found here](#), but please use your creativity.)
- 4. On the bottom of your timeline, complete the following about your reading:
I used to think _____.
Now I know _____.

Week 3: (Due February 1st, 8PM.)

Region assignments and Bishop Museum field experience

- a. You now have two regions to research this semester. One was assigned by your instructor. You choose the other. ([Micronesia](#), [Melanesia](#), [Polynesia](#)) Notice that each region includes numerous island nations. For example, Palau is located in Micronesia. Samoa is located in Polynesia.
- b. Identify objects from these regions during your visit to the Bishop Museum. Photograph them. What do the artifacts help you understand about the Pacific? Photograph YOU at the museum, too.
- c. In your video or Google Slide presentation: What did you learn about these regions 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 8th, 8PM.)

Current Events

- a. Find 1 or more articles (within the past 3 months) about your assigned region. Search local and Pacific Island newspapers. Focus on an issue of importance to you.
- b. Watch 2 videos from this [PBS site about the Marshall Islands](#).
- c. Watch [this video about plastics](#). What is the problem? Are you part of the solution?
- d. While reading and watching, determine what issues our islands are facing. Why? What solutions are proposed? Take notes.
- e. Write an essay: Use an introductory paragraph, three body paragraphs that each have a different topic, and a concluding paragraph. Explain what you learned through your reading and videos. Which videos did you watch? What do your peers need to know about our islands? What issues are they facing? What impacts are felt by the islanders and wildlife? Solutions? Be sure to use in-text citations and a works cited.

Week 5: (Due February 15th, 8PM. Peer review due by Monday at 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/tt/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=sjsi>

<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=DIIrrPyK0eU>

<https://www.youtube.com/watch?v=3sbtpazYra0> (adult language)

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

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 videos and readings located? What have you learned about these regions through the videos and readings? How are these regions impacted by the past? 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 Canvas 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 22nd, 8PM.)

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

Essay or Illustrated Timeline (Follow directions from previous assignments):

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

I used to think _____.

Now I know _____.

Week 7: (Due March 1st, 8PM.)

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 regions you are researching.

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

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://programs.crdg.hawaii.edu/pcc/PAE_21_2_final_09.pdf

In your five paragraph essay:

- b. Choose one social issue to focus on in your region (gender, education, social structures, home life, family, language, traditions).
- c. What is the current status of this issue? Why? (Find an official government education site for a country in your region.)
- 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 15th, 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 regions. Choose one country within your region. Has this country's government 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 29th, 8PM. Notice the extension into Spring Break.)

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

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

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

Lo'i: <http://manoa.hawaii.edu/hshk/units/ka-papa-loi-o-kanewai/getinvolved/>

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 or lo‘i 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. You must volunteer at one of these sites. Visiting one of them will NOT suffice.

Week 11: (Due April 5th, 8PM.)

1. Final project check-in on Canvas. See Canvas quiz.
2. 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 19th, 8PM.)

- a. This is a lengthy and intense lesson that will require around two weeks 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 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 26th, 8PM.)

United Nations Issues

- a. Examine the United Nations site at un.org. Determine its purpose.
- b. Learn how the UN impacts your assigned region (you can focus on a 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? You are acting as a leader of your country.

Week 15: (Due May 6th by 8PM) Final Project

****If you have earned a 93% thus far with no missing or incomplete 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 regions. (Examine the issue you choose in both regions.) Who is involved? Why? Current solutions? Provide a regional or country specific solution for the issue. Use at least 10 visual aids (maps, interviews, photos) during your presentation. Explain each. 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 8th, 8PM)

- 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.

