

Pre-Modern Pacific Islands at Chaminade University

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I'm Dr. Suzanne Acord, your instructor. I have over 20 years of teaching experience in Micronesia, California, Texas, and Hawai'i. My interest in the Pacific Islands began while serving as a Peace Corps volunteer in Yap, Micronesia. In 2000, I moved to Hawai'i 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 this free reading and bookmark it immediately. It is a large document.

[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. 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 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. It is assumed that you have basic research skills upon entering our class. If you need research assistance, [contact our fantastic tutoring department](#).

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 essay assignment. Videos should use the same format. Please check that your video settings are set to unlisted and ensure it is published. 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 assignment posts are due by 8PM on Fridays on the dates specified.
- *Peer reviews* are due by 8PM on Mondays when assigned. No peer response = no credit.
- *25 points:* A link to your final project is due to our blog on December 8th by 8PM.
- *8 points:* Final peer reviews are due by December 10th by 8PM.
- *10 points each:* Full participation in each place-based learning experience. Share what you've learned via a [YouTube video](#). Evidence of your experience is required. We must see videos/photos of your journey and a receipt or ticket from museum with a clear date. **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 20th:** 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 11th:** 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 November 29th:** Volunteer at one of these sites with a docent/guide. No solo trips, please.

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 December 6th:** Self-guided field trip. Trips must be relevant to our course content. Be sure the location is safe for you. Share what you learned about the Pacific and how it links to our course content. How does this event enrich your research? Include at least 5 photos.

Weekly Assignment 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>AND</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>AND</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>AND/OR</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. It's important that you turn in your work on time so that your peers can review it. We want to learn from you.

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

Week 1: (Due August 30th, 8PM to Canvas. Peer review required by the following Monday at 8PM.)

1. Go to Nearpod.com. In the white, oval field titled "code", cut and paste this code. XXX.
Complete each slide.

2. **Upload a YouTube (preferred) or Vimeo link** to answer these introductory questions. [This is how to upload a YouTube video](#). Uploading a video is lengthy. Don't procrastinate. Once you upload it to YouTube, change the settings to *unlisted*. This will allow people with the link to see it, but it won't be searchable on Google. If we can't view it or if it is unpublished, you will not receive a grade. In your video, include:

- a. What is your name?
- 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. What state or country do you call home? If you are from off island, what brought you to Hawai'i?
- d. Practice before filming. Then, just include your YouTube link as a response to the assignment. Copy and paste it into Canvas.

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.**

3. Peer review required by Monday 8PM. Review the review expectations in the table above for expectations.

Week 2: (Due September 6th, 8PM to Canvas.)

1. Review the syllabus--all parts of it.

2. Research exploration and weekly essay posted on Canvas.

a. Examine all of 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 the first 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>

<https://hawaii.edu/cpis/research-and-publications/research-aids-resources/>

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

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

c. Examine the last link above (Scholarspace). Find an article that is of interest to you from throughout the Pacific, excluding Hawai'i.

(Share in your 5 paragraph essay: Intro paragraph, 3 body paragraphs, concluding paragraph)

- 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.
- Copy and paste your essay and works cited from your word processing document into Canvas. Do not upload it as a Google Doc or Microsoft Word document.

Week 3: (Due September 13th, 8PM to Canvas.)

1. Go to <https://www.khanacademy.org/join>. Use this code to join our class: XXXX. You will need to create an account if you don't already have one. Khan Academy is a great resource. Once you have joined our class, watch the videos and read the articles that have been assigned to you.

All are about the Pacific. You are expected to watch/read each item. Your instructor will view your progress on Khan.

2. "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. (Visit the library.)
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 essay:

1. Explain the different perceptions of the Pacific Islands that are expressed in the two articles. Refer to each and cite each.
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.
5. What three artifacts from the Khan lesson help you better understand these articles? How do they help increase your understanding. Be very specific.
6. Complete these sentences in your concluding paragraph. I used to think _____.
Now I think _____.

Week 4: (Due September 20th, 8PM to Canvas. Peer review required by the following Monday at 8PM.)

1. First field trip reflection due via 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.

2. In your video, discuss: How did the artifacts help you better understand these class topics?: gender, politics, education, culture, daily life, and economics. Did you see any artifacts that were similar to those in the Khan lesson? Which? Show us at least 5 artifacts and explain how they are useful for you. How will the museum visit be useful to our class this semester? Were the Khan Academy videos helpful in preparing for your visit? Use the 5 paragraph format to create an outline for your video. Be sure that you provide evidence of your visit via receipts, photos of artifacts, and photos of you. Practice before filming.

Week 5: (Due September 27th, 8PM to Canvas.)

1. Read the eBook on Gender in the Pacific. It can be found under “textbooks” above.
2. Write an essay that expresses the following:
 - a. Answer 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.
 - b. Choose two photos or videos not mentioned above that resonate with you. What pages are they on? What do they depict? Why are they powerful in your eyes?
 - c. Cite all content that you use. Refer to page 38 for a good example of a works cited. This is what your works cited should look like each week.

Week 6: (Due October 4th, 8PM to Canvas.)

You now have two regions to research this semester. One was assigned by your instructor. You should 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. Hawai‘i (in Polynesia) is excluded from the islands you will research because we have numerous Hawai‘i field experiences in our syllabus and we offer wonderful Hawaiian Studies courses here at Chaminade. I encourage you to take those courses.

Weekly Essay

1. Through academic research, find an article about gender roles or gender identification in one of your assigned regions (excluding Hawai‘i.) 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
4. View [these photos](#) about women and gender roles in Micronesia.

Reflection essay:

5. Use terms from the Gender 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 11th, 8PM to Canvas. Peer review due the following Monday.)

Bishop Museum Field Experience:

Identify objects from your assigned regions during your visit to the Bishop Museum. Photograph them, you, and your clear receipt. In your video: What did you learn about gender, politics, education, economics, or culture in your assigned regions during your visit? How will the museum visit be useful to our class this semester? Choose at least 5 artifacts to discuss. How do they help you better understand our course concepts? Let us see them. Let us see YOU at the museum. Be creative! Have fun! Educate us!

Week 8: (Due October 18th, 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

b. View [these photos](#) about leadership in Micronesia.

c. Find a Pacific Island constitution from your region to use in your essay.

Research essay:

a. Perform academic research about one country in your assigned regions. Has your country's government transformed throughout the years? How?

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

c. How is power gained? Used?

d. Use at least **two academic sources** in addition to your country's **constitution**. Cite them all fully. This requires that you find the country's actual constitution.

e. Compare political structures in your country with political structures in Micronesia. Cite the Yap reading and the photo album.

(You should have a minimum of 5 items in your works cited minimum.)

Week 9: (Due October 25th, 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

and 5 to 15 of this journal:

http://programs.crdg.hawaii.edu/pcc/PAE_21__2__final_09.pdf

View [this photo album](#) about education in Micronesia.

View [this photo album](#) about traditions in Micronesia.

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? (How are things going?) Why?

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

e. How does your country's concerns compare with those in Micronesia? Use detail and cite the chapter and photos.

f. Use at least two additional sources (from Scholarspace or other academic locations). 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 8th, 8PM to Canvas. Peer review due the following Monday.)

- a. Read 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
In an infographic, mosaic, or video,
- c. Respond to the videos on pages 5, 32, and 38. (eBook)
- d. Respond to the infographics on pages 35, 37 and 40. (eBook)
- e. Explain how “land is life” in the Pacific in either a 5 paragraph essay, video, or [an infographic](#). (Cite both sources and your own research.)
- f. Complete the final project planning quiz on Canvas. This is a completion quiz on Canvas.
**Use the additional time to start your final project. If you’d like feedback from your instructor, send her an outline or your brainstorming ideas.

Week 12: (Due November 15th, 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 regions of study.
2. In your weekly essay, explain:
 - a. The title, author, and country of origin.
 - b. Why did you choose this legend?
 - c. A one paragraph summary of your legend.
 - d. How does it help you understand one of our class topics in your regions? How does this connect to our many discussions?
 - e. Include a link to the legend or include the book title, author, and page number where we can find it. We should be able to easily locate it.

Week 13: (Due November 29th, 8PM to Canvas. Additional time provided during Thanksgiving week.)

Volunteer at one of these sites with a docent/guide. No solo trips, please.

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. This is a highlight of our class.**)

In a video, answer:

Describe how “land is life” in the Pacific. What impact do you imagine current environmental challenges have on fishponds/lo‘i and on Pacific Islanders? What did you learn about the Pacific during your volunteer experience? Connections to the class? Be sure to include photos of YOU with your docent/guide. Include photos of YOU at work. Ask your docent/guide to sign a student-made paper with the following information: Student name, date of service, description of

the service the student provided, comments about the experience, guide's name/title/contact information.

Week 14: (Due December 6th, 8PM to Canvas.)

The Pacific in Your Words: Self-guided field trip. You choose where to go.

- 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 including photos of YOU.
- 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 8th, 8PM to Canvas. Two peer reviews required and are due the 10th.)

****If you have earned a 95% 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? What are current solutions to this problem or issue? Provide a regional or country specific solution for the issue. Use at least 10 visual aids (maps, interviews, photos) during your presentation. Explain each visual. 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. Be sure YOU are in your video. We must see you. Imagine that you're a country leader on a news show.
- 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 December 10th, 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).

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