

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

**Instructor: Suzanne Acord, PhD**

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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 and plan ahead.

**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.

**Communication:** Students are expected to communicate with the instructor when they have questions about course expectations. Avoid procrastination. Contact your instructor no less than three days BEFORE an assignment is due rather than the day it is due. This will allow us to discuss the assignment and will allow you to make necessary revisions before the due date. When using email, please include a subject line, your full name, standard fonts and a professional tone. I will respond to your message within 24 hours, unless it is a holiday or weekend.

**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. Write your essay in a word processing program such as Word or Google Docs. Then, copy and paste it into your Canvas post. Please do not load a link to a document or upload a document. All items should be viewable in your Canvas post for your peers and instructor.
- 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. 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 Canvas 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:* Your final project is due to our blog on **May 1st by 8PM.**
- *8 points:* Final peer reviews are due by **May 5th by 8PM.**
- *10 points each:* Full participation in each place-based learning experience. Share what you've learned. 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 January 31st:** 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. See directions within the syllabus.

2. **By February 28th:**

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 of you in the location 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). See directions within the syllabus.

3. **By March 27th:** 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.**) See directions within the syllabus.

4. **By April 3rd:** 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. See #2 above for a couple of options.

## Weekly Assignment Expectations

<b>Target: 5 points</b>	<b>Acceptable: 4-1 points</b>	<b>Unacceptable: 0 points</b>
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 <b>AND</b> 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 <b>AND</b> 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 <b>AND/OR</b> No reply; late reply; disrespectful reply

### Weekly Assignments

**Essay/video posting: 8PM on Friday**

Citations are required for EVERY assignment. Edit every assignment before submitting.

**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 January 17th, 8PM. Peer review required.)**

1. Introductions: **Upload a video** to answer these introductory questions. Uploading a video is lengthy. Don't procrastinate. Record with your phone. Then, upload the actual video to the post. Please, no links. 2-3 minute video.

- a. What preconceptions do you have about the Pacific Islands?
- b. Why did you choose to take this class?
- c. [View this map.](#)
- d. Play this game: [http://www.sheppardsoftware.com/Oceania\\_G0\\_click.html](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/ttpe.html>

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

<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 24th, 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. Write an essay that expresses the impact of the Germans in Micronesia. Include the goals of the Germans and the impact on the islanders on at least 3 islands. In your concluding paragraph, complete the following sentence frames about your reading:

I used to think \_\_\_\_\_.

Now I know \_\_\_\_\_.

Write your essay in a word processing program such as Word or Google Docs. Then, copy and paste it into your Canvas post. Please do not load a link to a document or upload a document.

(Essay format: Introduction introduces your topic and main points in the order they will be presented. Three body paragraphs will describe the impact of the Germans on each of the three islands you chose. Each paragraph has an introductory sentence, three details, and a concluding sentence. Concluding paragraph will summarize what you wrote and will provide the sentence frames above. Be sure to cite where you found each fact in paragraphs 2-4 using page numbers. We should be able to find each fact in the reading using your page numbers.)

### **Week 3: (Due January 31st, 8PM.)**

Region assignments and Bishop Museum field experience

a. You now have one region to focus your research this semester. ([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 Power Point presentation: What did you learn about your region 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.)

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.

#### **Week 4: (Due February 7th, 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. Read [this article 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 during all videos and readings.

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 readings 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. (4 citations should be used at a minimum.)

*1 point of extra credit:* Follow one nation from your assigned region on social media. Be sure you're following the official government webpage. Check the page often to learn what is happening there. Upload a photo of the social media page to your Canvas post and let us know what you learned about the country.

#### **Week 5: (Due February 14th, 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/ttp/tt\\_shows.html](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=DIrrPyK0eU>

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

[https://www.youtube.com/watch?v=mc\\_IgE7TBSY](https://www.youtube.com/watch?v=mc_IgE7TBSY)

d. Record yourself on video (using your phone) 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? Be very specific. Use detail from the readings and videos to make your point. For example, “The video by \_\_\_ helps me better understand the issue of \_\_\_ because \_\_\_\_\_.
2. Post your live, highly organized, and working video 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 21st, 8PM.)**

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

Essay: (Use the 5 paragraph format discussed earlier and in text citations.)

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 \_\_\_\_\_.

Be sure to cite every fact with a page number.

### **Week 7: (Due February 28th, 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).

Power Point or YouTube video: (Use the 5 paragraph format in mind for organization)

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 the region you are researching.

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.

### **Week 8: (Due March 6th, 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](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](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 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. 4 sources minimum.**

### **Week 9: (Due March 13th, 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](http://scholarspace.manoa.hawaii.edu/bitstream/10125/20843/1/Ph.D._AC1.H3_5009_r.pdf)

Research essay:

b. Perform academic research about your region. 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 and your country's official website**. 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 5 items in your works cited. All should be used in your essay.)

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

I used to think \_\_\_\_\_.

Now I know \_\_\_\_\_.

### **Week 10: (Due March 27th, 8PM.)**

- 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/>

- b. [View this chapter](#). Go to section KM 5 about Indigenous people. Read it carefully.

c. In a Power Point: 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? Make at least 3 connections to the reading (cite them) and 3 connections to your field trip. 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. Ask your docent or guide to sign a form that expresses your name, what you did, and the date you served. Include the form in your Power Point as a visual. The docent's name and contact information should be clear. I will contact this person to confirm your attendance and participation. No credit will be provided without this documentation or without photos.

### **Week 11: (Due April 3rd, 8PM.)**

1. Final project check-in on Canvas. See Canvas quiz.
2. The Pacific in Your Words: Self-guided field trip. Choose a location that will help you gain a better understanding of the Pacific Islands. Contact the instructor for suggestions or ask your peers.
  - 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 including at least 5 photos.

e. Upload the working video to Canvas. If we can't view it or hear it, we can't learn from it.

**Weeks 12 and 13: (Due April 17th, 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](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. Every source should be referenced.

**Week 14: (Due April 24th, 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? **Then, 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 1st by 8PM) 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: 4-5 minutes (Possibilities: Documentary, PSA, newscast)

### **Final Peer Feedback (Due May 5th, 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.