

EN 422: Modern Pacific Literature

Professor Justin Wyble  
MWF, 11:30 a.m.-12:20 p.m.  
Hale Hoaloha Lawn

Office: Henry Hall, room 206-B  
Office Hours: MWF, 9:30-10:20 a.m. (and at other times by appointment)  
Office Phone: (808) 739-8534  
Email: justin.wyble@chaminade.edu

### **Course Description**

This course introduces students to significant works of contemporary literature and film produced by indigenous Pacific islanders and explores issues of anti-colonialism, modernization, and traditional culture. Works include writers from across Oceania, including a sampling of works from Melanesia, Micronesia, and Polynesia.

### **Readings**

\* No ebooks will be allowed in this class. You are required to purchase, rent, or borrow the **paper editions** of the following five books:

- Patricia Grace, *Potiki* (978-0824817060)
- Albert Wendt, *Pouliuli* (978-0824807283)
- Kristiana Kahakauwila, *This Is Paradise* (9780770436254)
- Brandy Nālani McDougall, *The Salt-Wind: Ka Makani Pa'akai* (978-0966822052)
- Evelyn Flores and Emelihter Kihleng, eds., *Indigenous Literatures from Micronesia* (978-0824877460)

\*You are also required to bring a paper notebook and pen/pencil to each class.

\*In addition, you may be required to rent or purchase several films.

### **General Education Learning Outcome**

Students will evaluate the ways in which adaptation and change are essential to understanding the past, analyzing the present, and applying critical thinking to meet future challenges and needs. (Educate for Adaptation and Change)

### **English Program Learning Outcomes (PLOs)**

Students who complete this program will:

1. Identify, define and apply literary critical approaches to analyze texts.
2. Define, analyze and interpret texts and their cultural and historical contexts.

3. Read, research, and write as a dialogic process of inquiry that includes reflection, collaboration and engagement with others.
4. Formulate and construct interpretive and creative applications of texts in workshops, literary performances, and other collaborative events in local communities.
5. Explain and interpret how literature and writing are vehicles for service, justice and peace.

### **Course Learning Outcomes**

- Students will define and describe Pacific literatures and cultures through the analysis of novels, short stories, plays, poetry, and films from throughout Oceania. (PLO 1)
- Students will develop and express ideas in a clear and logical manner, using a variety of critical reading, writing, thinking, and analytical skills. (PLO 3)
- Students will explicate texts within their cultural and historical contexts. (PLO 2)
- Students will describe the relationship between the content and the form of texts. (PLO 1)
- Students will compose a research-based essay that incorporates library research on primary literary and filmic texts, as well as related secondary sources. (PLO 3)

### **Requirements**

Attendance = 10%

Participation (reading journal, class discussions, discussion leaders, short response papers, peer-review workshops, reading quizzes, etc.) = 40%

Essay 1 = 25%

Final Essay/Exam = 25%

\*English majors should save graded copies of their essays in all English classes, insofar as a subset of these essays will be required for the Senior Seminar portfolio in English 499.

### **Attendance**

If you are sick, you should not attend class. Please inform me of your absence due to illness (in advance, if possible, and with documentation), and I will excuse you from class.

Late arrivals and/or early departures will be counted as unexcused tardies, unless approved by the professor (in advance, if possible, and with documentation). Three unexcused tardies will count as one unexcused absence.

Your attendance record will determine your attendance grade (10% of your total grade) as follows:

0-3 unexcused absences = 100 points

4 unexcused absences = 88 points

5 unexcused absences = 85 points

6 unexcused absences = 82 points

7 unexcused absences = 78 points

8 unexcused absences = 75 points

9 unexcused absences = 72 points

10 or more unexcused absences (the equivalent of more than three weeks of class) = 0 points

Your attendance record may also impact your participation grade.

Remember, if you are absent for two consecutive weeks or more, the professor may administratively withdraw you from the class.

### **Policies**

No electronic devices (including laptops, tablets, cell phones, ear buds/headphones, etc.) are allowed in class. Please keep your devices silenced and in your bag.

All written assignments must be submitted in hard copy.

Late assignments will earn a 10% deduction for each day they are late.

Plagiarized assignments will earn zero points.

### **Marianist Characteristics**

Chaminade is a Marianist Institution and uses the following characteristics as a guide:

1. Educate for Formation in Faith
2. Integral Quality Education
3. Educate in the Family Spirit
4. Service, Justice, and Peace and the Integrity of Creation
5. Adaptation and Change

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kokua Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I

am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Student Conduct**

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

### **Diversity Statement**

Chaminade's Core belief statement states, "Students, both traditional and non-traditional, bring a variety of talents, traditions, cultures and abilities. This diversity brings a special opportunity to the Chaminade community, which can then nurture and guide each student to the fullest realization of potential." Consequently, this course encompasses readings that reflect and examine the diversity of our literary, cultural and environmental heritage. Additionally, the course puts special attention on the problems faced by authors seeking to write from unique personal or cultural perspectives to readers who may not share the same perspectives or cultural background.

### **Plagiarism Guidelines**

Plagiarism is presenting the work of another as your own. The guidelines for plagiarism are in the Academic Catalog. They include, but are not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement (citation) of the source is always mandatory.
2. Paraphrasing the work of another without proper acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

## **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

## **Overview of Course Schedule**

\*Subject to change.

Week 1:

- Patricia Grace, *Potiki*

Week 2:

- Patricia Grace, *Potiki*

Week 3:

- Patricia Grace, *Potiki*
- Epeli Hau'ofa, "Our Sea of Islands"

Week 4:

- Albert Wendt, *Pouliuli*

Week 5:

- Albert Wendt, *Pouliuli*

Week 6:

- Albert Wendt, *Pouliuli*

Week 7:

- Alani Apio, *Kāmau*

Week 8:

- Alani Apio, *Kāmau A'e*
- Solomon Enos, *Polyfantastica*

Week 9:

- Kristiana Kahakauwila, *This Is Paradise*
- Vilsoni Hereniko, *Let the Mountain Speak*
- No class meetings on Wednesday, March 8<sup>th</sup>, and Friday, March 10<sup>th</sup>.

Week 10:

- Kristiana Kahakauwila, *This Is Paradise*
- 'Āina Paikai, *Nani ke Kalo*
- Draft of Essay 1 for peer-review workshop due in class Monday, March 13<sup>th</sup>.

**\*\*Spring Break\*\* (March 20-24)**

Week 11:

- Brandy Nālani McDougall, *The Salt-Wind: Ka Makani Pa'akai*
- Vilsoni Hereniko, *The Land Has Eyes*
- Final edition of Essay 1 due Monday, March 27<sup>th</sup>.

Week 12:

- Evelyn Flores and Emelihter Kihleng, eds., *Indigenous Literatures from Micronesia*
- Perez, *Praise Song for Oceania*

Week 13:

- Evelyn Flores and Emelihter Kihleng, eds., *Indigenous Literatures from Micronesia*
- Kathy Jetñil-Kijiner, *Anointed*

Week 14:

- Evelyn Flores and Emelihter Kihleng, eds., *Indigenous Literatures from Micronesia*
- Kathy Jetñil-Kijiner, *Rise*

Week 15:

- Draft of Final Essay/Exam for peer-review workshop due in class Monday, April 24<sup>th</sup>.

Finals Week:

- Final edition of Final Essay/Exam due by Friday, May 5<sup>th</sup>.