

Syllabus 2014, ES320-601, CRN 97274

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## ES320: HAWAI'I AND THE PACIFIC – SUMMER I 2014

Dr. Ulla Hasager, Ethnic Studies Department, University of Hawai'i at Mānoa

### THE COURSE

ES 320 (601) SUMMER I 2014. CRN 97274. Online. 3 credits. Fulfills general education requirements for writing intensive and Hawaiian-Asian-Pacific issues.

Ethnic Studies 320 deals with the Pacific, taking its point of reference and comparison in Hawai'i as part of the Pacific region.

Through a series of case studies of economic, social, and political change, the course will investigate issues of continuing importance to the Pacific. These issues will include use and control of land and resources, environment and development, as well as identity issues, colonialism and decolonization processes. The course has a strong community engagement focus and is "Sencerized," which means that it teaches to contested and capacious questions inspired by the philosophy the national SENCER initiative (Science Education for a New Civic Engagement and Responsibility). The big questions that we will be concerned with this semester relate primarily to climate change in the Pacific and ethnic relations in Hawai'i.

The approach to this study of changing Pacific societies is interdisciplinary and holistic, integrating research methods and theories from history, anthropology, political science, and economics. Overall, the course aims at deepening the understanding of the historical and contemporary issues of the Pacific region in the global context.

You will 1) gain experience in writing, research (including field research), and electronic presentations and class discussion; 2) be introduced to interdisciplinary inquiry, including electronic research tools; 3) be encouraged to practice critical thinking; and 4) become familiar with the study of political and economic development using social sciences methodology.

The teaching method is interactive and will involve student experience, guest writers, and community interaction, where possible. It is a full 3-credit, upper-division course and therefore carries a substantial workload.

### TEXTS

The textbook orders for this class were not processed correctly - and few if any books will be available at the UHM bookstore at the beginning of our brief semester. I have therefore revised the syllabus, and have substituted two of the planned textbooks with online materials.

Barker, Holly M. (2013): *Bravo for the Marshallese: Regaining Control in a Post-Nuclear, Post-Colonial World*. Belmont: Thomson/Wadsworth. 2nd ed.

Hezel, Francis X., S.J. (2013): *Making Sense of Micronesia. The Logic of Pacific Island Culture*. Honolulu: University of Hawai'i Press. [\(This book may not reach us in time. Please do not buy the book until further notice\).](#)

Howes, Craig, & Jon Osorio, eds. (2010): *The Value of Hawai'i. Knowing the Past, Shaping the Future*. Honolulu: University of Hawai'i Press/Biographical Research Center.

Online resources, which can be found or are linked on the Lualima site's [Resources](#).

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## REQUIREMENTS

### 1. Class participation. Grade value 30%

Online attendance/participation is measured through active participation in discussions, blogs, group projects, and other minor assignments (labelled 1.1, 1.2, etc.). There are 1-3 class discussions/minor assignments per week. High quality and well-documented discussion is expected based primarily on research, class work, and the reading materials.

### 2. Three reaction papers on assigned readings. Total grade value 30%

A total of three reaction papers to assigned readings or research are due on or before 6/5 (2.1, topics from Hawai'i's history based on articles and other media), 6/12 (2.2, Howes & Osorio 2010), and 6/19 (2.3, Barker 2013). Each paper must be about a 1000 words long and include proper citations. A paper should summarize the main points in the readings in one or two paragraphs followed by an analysis and discussion of the ideas presented by the writers. This assignment trains critical analysis and academic writing and is a partial fulfillment of the writing intensive requirement. The grade will reflect your personal improvements in writing skills during the semester, rather than your actual level of writing. It is fine to recycle excerpts of your reaction papers in the class discussions. See detailed instructions under Assignment 2.1. All three papers are required to pass the class.

### 3. Final exam, grade value 10%

The final exam, which requires additional research (online access) and an assessment, is quite comprehensive. It will be open to work on for seven days - whenever you have time - beginning 6/27. It is due on 7/3 before 11 pm. Required for grade.

An alternative, individual seven-days time frame can be negotiated, if you are unable to work concentrated on the exam for at least a total of ten hours within the seven days that it is open.

### 4. Semester project - a semester-long activity: total grade value 30%

There are three options for fulfilling this assignment (not prioritized):

4A. Literature and field research, resulting in an academic essay, 3000 words, due 7/3. The presentation for this option is due 6/26.

4B. Research in combination with service learning, resulting a final reflection paper, 1000 words, due 7/3. Requires more comprehensive journals than options A and C. The presentation is due 6/30.

4C. Oral-history interviews and research, resulting in a transcription (500 words, due 6/26) and an article, 2000 words, due 7/3.

Proposal (4.1): Choose option and topic as soon as possible. Send me an email (using Lualima's Mail tool) with your ideas and questions by 5/30. Include information about choice of option, site and topic/focus, reason for that choice, and any other thoughts, ideas, and questions you may have. From there we will continue to work on finding the right option and a good topics/site on a one-by-one basis via emails. Consensus and commitment to a specific option, topic, and site must be reached by 6/4 (still via emails with the instructor).

A preliminary outline, including a preliminary, annotated bibliography, is due 6/10. Those 1-2 pages must be submitted under Assignment 4.2.

While you are working on your semester projects, you will keep an electronic journal (4.3), which must be updated regularly (twice weekly is recommended). Keep the journal in your dropbox on Lualima. The journal will be a place to record and reflect on your research experience and on how it relates to the topics we discuss in class. There is no length requirements for journals, but be accurate and date the entries. Free style writing ok. The journals will be longer and more detailed for option B.

You will also be grouped with other students with similar projects. The primary purpose will be to help and inspire each other. You will communicate in closed discussion forums, where you will post updates on progress, questions, ideas, etc. These fora will be created during week 3 of class and remain open throughout the rest of the semester. I will have access to all of them and occasionally contribute - but usually only by direct invitation or request. Your activity in this forum will be part of your participation grade (1.8).

The presentation (4.4, for all options) must include a short explanation of the context and relevance of the topic and the research/service experience, but must otherwise focus on the results of the research and service-learning/interview experience. It should be in the form of a PowerPoint presentation or illustrated written lecture. Other arrangements can be made, if you have the technical skills for more advanced forms. The presentation should take approximately ten minutes to review, which each of us will do on our own time. Points earned depend on delivery and focus of the presentation. Your presentation must be posted by 6/26 for option A and by 6/30 for options B and C. It will be posted in a specific open discussion forum (Semester-Project Presentations), where you also will give each other feedback (the feedback is part of your participation grade, 1.9).

Your final paper for the semester project (final academic essay for option 4A, final reflective service-learning journal for option 4B, or the article for option 4C) is due 7/3 under Assignments > 4. Semester Project here on Lualima. If you wish, you are welcome to submit a draft of the final paper (no later than 6/27), which I will read and comment on (not graded).

**Specific to option 4A, research resulting in an academic essay:** The research project must be original and include written sources as well as fieldwork, if possible: The research must be focusing on a Pacific area ***OTHER THAN Hawai'i and the Marshall Islands***. It must deal with a specific sub-theme of a topic covered by the syllabus. Remember that good research is driven by genuine interest and that the topic for your research project must be approved by me. The final academic essay should be an approximately 3000 words write-up of the research. It must have (1) a title; (2) an introduction; (3) a body: presentation and analysis of data (with sub-headings organizing and citations documenting the information provided); (4) a conclusion/summary, clearly identified; (5) end or foot notes where needed; (6) a list of sources used of minimum six highly credible academic references, four of which must be to sources different from the class readings; and (7) maps and other relevant illustrations.

**Specific to option 4B, service-learning project combined with research and fieldwork, and resulting in a final reflective essay:** Service learning requires service (including mandatory orientations and reflection sessions that some service sites or programs require) for a total of minimum 20 hours during the semester (required number of hours vary from program to program) and some paperwork. A detailed description of projects available on O'ahu and approved for this class will be provided under Announcements on 5/27. See also a more general description of many of the available programs and projects and find the necessary forms on the College of Social Sciences' website, which is linked from the left sidebar on our Lualima class site via CSS Service Learning. For students on other islands or outside Hawai'i, who wish to do option B, we will develop service-learning projects on a one-on-one basis, wherever possible. Find further instructions in field research and journal writing under Assignments. The service must be planned and contacts initiated with the community by 6/4. Books, videos and other sources must be consulted to research the context and significance of your service-learning experience in relation to our course focus. The final journal (reflective journal) must be an essay, at least a 1000 words long, describing and reflecting on your service-learning experience and its significance to (1) the topic of our course, (2) the community, and (3) yourself.

**Specific to option 4C, oral-history interviews and research resulting in a transcription and a paper:** The interviews must be original and the final paper include reference to written sources: The interviews must relate to class work, be taped, and should be done with just one person (preferably a Pacific Islander), who must be approved by me. Transcribe a key section of the interviews (500 words) and submit it in your drop box by 6/26. The final paper must be in the form of an article and be an approximately 2000-words write-up. It must have (1) a title; (2) an introduction giving the context of the person interviewed; (3) a main section which is compiled from the words of the interviewee; (4) a conclusion/summary, clearly identified; (5) end or foot notes where needed; (6) a list of sources used (highly credible academic references); and (7) maps and other relevant illustrations. A sample article is attached to the detailed assignment description (Assignments > 4).

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**Participation and fulfillment of assignments are required.** Assignments are generally due at the end of the day listed as due date, if no time is mentioned. There may be a penalty for late assignments. You cannot pass the class without completing assignments 2.1, 2.2, 2.3, 3 and 4 (including the final paper).

It is possible to earn extra credit (max 20 points) for assignments delivered in consultation with the instructor.

It is possible to earn extra credit (max 50 points) for assignments devised in consultation with the instructor.

**A NOTE ON ACADEMIC WRITING:** The course is writing intensive. This means that it is important for you to practice and improve your writing skills. Reaction papers, essays and written questions will therefore be corrected and graded not only for the factual content, but also for editorial, spelling and grammatical proficiency. The texts will furthermore be edited according to academic requirements for social-sciences texts. Study these corrections and learn from them! Improvement in writing is expected; otherwise, writing assignments will be marked down.

It is legitimate to refer to works and ideas of other authors in academic writing. But you *must* make available the complete reference: the author, work in question, edition and page(s), whether you are quoting directly or just referring to another author's ideas.

Direct quotes must be justified. They must be marked with quotation marks (or indented if 3 lines or longer) and follow the original literally to the point of even repeating spelling mistakes. Clearly mark omissions or additions in brackets. If these rules are not followed, the writer will be stealing and using the ideas and writings of another as his own - which is the definition of plagiarizing, according to Webster's II New Riverside University Dictionary (Boston: The Riverside Publishing Co. 1988:898). Plagiarism is forbidden by the policy of the University of Hawai'i at Manoa and students caught in plagiarism will automatically fail the course.

**THE LAULIMA INTERFACE:** <https://laulima.hawaii.edu/portal/relogin>. Laulima works best on Firefox, except for external links, which work best on Safari. Try the different browsers that you have available. Use your regular UH user id and password to log in. On the Laulima site, you will find a copy of this syllabus, the class schedule, and detailed assignment descriptions. Any changes to the schedule and assignments will also be posted here. It is your responsibility to keep up with any changes.

**Names of attached files** MUST follow the following format: 320su14\_[assignmentID]\_[your first name (and last initial if needed)]. For instance, if I were to submit my final semester-project paper (4), I would name the file 320su14\_4\_Ulla.docx. Please use commonly available software (such as Word or pdf). Do NOT use .wps, .pages, or similar software. Remember to always put your name and class at the top of the first page of an assignment (except for blogs and forum discussions).

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## CLASS SCHEDULE

Detailed schedules will be posted for each section.

A - INTRODUCTION, week 1: Introduction to the class, online media, service-learning and research options, geography, culture and history of the Pacific. Theory and methods. Subsistence societies and changing economy.

B - THE HAWAIIAN EXPERIENCE, weeks 2-3: The traditional society and its transformation as part of the global economy, changes in culture, language, land use and control, foreign investment and immigration (particularly from the Pacific), public policy and political and social organization, including politics of identity, decolonization and self-determination.

C - PACIFIC AREAS AND ISSUES (including case studies), weeks 4-5: Between independence and dependency: history, culture, and contemporary situation of selected Pacific Island nation-states. Military land use, nuclear colonialism; peoples, nation states and socio-economic change; development, resource control and environmental protection; decolonization and neo-colonialism. Migration patterns and examples of groups of Pacific peoples in the US and beyond. The experience of indigenous peoples of the Pacific with first world countries, including topics of land use and control, human rights and environmental rights. A number of nation-states and issues must be covered, but student interests and presentations are part of structuring this module.

D - THE PACIFIC REVISITED, week 6: Global political, cultural, ecological and economic changes in relationship to local and regional changes. Concluding remarks on theory and methodology in the study of the Pacific. Summary and final exam.