Honolulu Community College

Application Form for Diversification Designation
Certification and Renewal
Fall 2014

DATE: October 1, 2014
APPLICANT: Michael Johnson
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PHONE: (808) 845-9227

COURSE ALPHA and NUMBER: History 288
COURSE TITLE: Survey of Pacific Islands History
ESTIMATED NUMBER OF SECTIONS:
Fall: 0    Spring: 1

APPLICATION IS FOR:
☐ New Course    XX Existing Course
☐ Certification
☐ Re-designation. Date of previous certification or renewal:
☐ Renewal. Date of certification or previous renewal:

DIVERSIFICATION AREA DESIGNATION(S) SOUGHT:
☐ DA (Arts)
☐ DB (Biological Sciences)
XX DH (Humanities)
☐ DL (Literature and Language)
☐ DP (Physical Sciences)
☐ DS (Social Sciences)
☐ DY (Laboratory)

List other general education designations the course is approved for or designations you have applied for (Ethics, HAP, Speech, WI): HAP, WI

COURSE CONTENT AND CLASS MEETINGS REQUIREMENTS:
What percentage of the CONTENT of this course focuses on this diversification area? 100%
What percentage of CLASS MEETINGS focuses on this diversification area? 100%

Note: Applications must include documentation that at least two-thirds of the course content and class meetings focus on the diversification area(s). For new courses, documentation should be a Curriculum Action Proposal with the completed Course Outline form. For existing courses, documentation should be a course syllabus with a course calendar or outline showing topics covered and the number of class meetings dedicated to topics.
Complete the following for Certification and Renewal applications

1. **Hallmarks and SLOs.** Explain how course-specific SLOs align with each of the diversification area's hallmarks. Use the following format. For each hallmark: (a) re-state the hallmark; (b) list which SLO(s) in the Course Outline form or syllabus align with the hallmark; and (c) provide a brief narrative explaining how the SLO(s) align with the hallmark.

   **Hallmark # 1. Uses the terminology of historical, philosophical, language or religious studies SLOs:**
   
   1. Explain historical change and continuity in the Pacific Islands by emphasizing key processes (i.e. migrations, cross-cultural encounters and exchanges, religion, imperialism, nationalism, decolonization, global war, etc.)
   2. Discuss key historical processes using a multi-disciplinary approach that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai‘i, the Pacific, and Asia.
   3. Demonstrate the intersection of Asian and Pacific Island cultures with Native Hawaiian culture regarding a number of key historical processes.
   4. Demonstrate an understanding of how key historical processes affect the present state of the Pacific Islands region from a multi-cultural perspective.
   5. Write clear expository prose and present their ideas orally according to disciplinary conventions.
   6. Develop clear arguments about history in the Pacific using recognized historical methods.

As a history course, this entire class (100%) utilizes historical terminologies and methodologies to help students understand historical experiences in the Pacific by focusing on key processes [SLO1/SLO2] and by exploring the ways in which these processes affect and are influenced by Pacific Islanders, especially Hawaiians, as well as Asian, European, and American migrants to and through the region [SLO3/SLO4]. Students display their own understanding of these historical terminologies and methodologies through their oral and written discussions [SLO5/SLO6] of these historical experiences and processes.

**Hallmark # 2. Involves texts, artifacts, concepts, processes, theories or issues of concern in these studies.**

   **SLOs:**
   
   1. Explain historical change and continuity in the Pacific Islands by emphasizing key processes (i.e. migrations, cross-cultural encounters and exchanges, religion, imperialism, nationalism, decolonization, global war, etc.)
   2. Discuss key historical processes using a multi-disciplinary approach that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai‘i, the Pacific, and Asia.
   3. Demonstrate the intersection of Asian and Pacific Island cultures with Native Hawaiian culture regarding a number of key historical processes.
   4. Demonstrate an understanding of how key historical processes affect the present state of the Pacific Islands region from a multi-cultural perspective.
   5. Write clear expository prose and present their ideas orally according to disciplinary conventions.
   6. Develop clear arguments about history in the Pacific using recognized historical methods.

This entire course (100%) uses primary and secondary source texts to illustrate numerous historical concepts, processes, and current theories in order to cultivate students' analytical, comprehension, and comparative skills regarding the historical study of the Pacific Islands [SLO1/SLO3]. By approaching these texts, processes, concepts, and theories from a number of different perspectives (i.e. political, social, and transnational history, gender studies, postcolonial studies, ethnic studies, etc.), this class encourages students to connect historical experiences to contemporary issues in the Pacific [SLO2/SLO4]. Students utilize these texts to help develop their ideas with supporting evidence [SLO5/SLO6].
Hallmark #3: Demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies.

SLOs:
1. Explain historical change and continuity in the Pacific Islands by emphasizing key processes (i.e., migrations, cross-cultural encounters and exchanges, religion, imperialism, nationalism, decolonization, global war, etc.)
2. Discuss key historical processes using a multi-disciplinary approach that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai‘i, the Pacific, and Asia.
3. Demonstrate the intersection of Asian and Pacific Island cultures with Native Hawaiian culture regarding a number of key historical processes.
4. Demonstrate an understanding of how key historical processes affect the present state of the Pacific Islands region from a multi-cultural perspective.
5. Write clear expository prose and present their ideas orally according to disciplinary conventions.
6. Develop clear arguments about history in the Pacific using recognized historical methods.

This whole class (100%) emphasizes the methods of study, reflection, evidence-gathering, and argumentation that are employed in doing history. Students are required to read secondary sources outlining numerous historical processes in the Pacific as well as primary sources that reflect Pacific Islander (especially Hawaiian) and settler (Asian, European, and American) perspectives on those processes [SLO1/SLO2/SLO3]. In particular, these varied perspectives enable students to reflect on how conflicting opinions at the local, regional, and global levels can be reconciled within historical discussion [SLO4]. As a Writing Intensive course, this class requires students to engage in historical questioning, study, reflection, and evidence-gathering before presenting their conclusions in a clear and well-organized fashion using historical methods and techniques [SLO5/SLO6].

2. Assessment tools and strategies. Describe the assessment tools (e.g., surveys, embedded questions in an exam, performances) and strategies (e.g., when, how often) for measuring the degree to which students achieve course-specific SLOs. Specific information needed: (a) description of assessment tools and explanation of which tool will be or was used to assess each SLO; (b) explanation of how often assessment will be or was conducted; and (c) if there are multiple sections of the course, discussion of how assessment will be or was carried out across sections and instructors.

Students are required to complete a WI evaluation at the end of the semester and the instructor evaluates the responses to determine necessary revisions to course materials and methods.

Students also submit an eCAFE survey to provide feedback to the instructor. Results from these surveys are used as part of the lecturer evaluation packet submitted to the Division Chair.

Embedded assessment of SLOs is also carried out every semester by evaluating student submissions that demonstrate skills mapped to specific SLOs: Reading Responses [SLO2/SLO3], Book Review [SLO1/SLO4], Outline and Bibliography [SLO5/SLO6]. For each assignment, submissions are evaluated to determine the level of SLO achievement on a Strong/Average/Weak scale. Over a period of three semesters, all SLOs are evaluated. Results from these surveys are used as part of the lecturer evaluation packet submitted to the Division Chair as well as part of the submission of assessment inventory reports to the Dean.
Complete the following for Renewal applications, only

3. **Assessment results.** Provide a summary of aggregated assessment results collected throughout the certification period.
   
   None because course has not been taught for several years.

4. **Utilization of assessment results.** Explain how assessment results have been used to modify or improve the course throughout the certification period. The narrative should include recommendations discussed among all instructors teaching the courses.
DIVERSIFICATION BOARD DECISION:

☑ Approved
Renewal Due: Fall 2019

☐ Not approved
Reasons:

Diversification Board Chair Signature: [Signature]
Date: 10/2/2019
History 288: Survey of Pacific Islands History
Honolulu Community College
Fall 2014

Instructor: Michael Johnson
Office: Building 7 Room 616

Email: mfh@hawaii.edu
Phone: (808) 845-9227

Required Texts:
Chantal Spitz, Island of Shattered Dreams, translated by Jean Anderson (Huia Press, 2007)

Reading Packet to be distributed in Class

Course Description and Philosophy:

Prerequisite: ENG 100
This class covers the development from precolonial to modern times; early settlement, cultural contact, colonization, contemporary problems. (3 hrs. lect. per week) DH, HAP, WI.

This is a Diversification Humanities (DH) course that articulates with other campuses in the UH system.

As a historical survey of the Pacific Islands, this course is designed to emphasize the encounters, interactions, and subsequent understandings between different groups of people in the region. It offers a general account of major events and themes that contribute to the diverse history of the Pacific Islands, including the Hawaiian Islands. The major themes we will consider include indigeneity and indigenous historiography, cultural encounters, colonialism and resistance, migration, climate change, and several others that bring together numerous peoples throughout the region. How the peoples of the Hawaiian Islands, especially Native Hawaiians, other Pacific Islanders, and Asians experienced these larger historical processes and interacted with one another is of primary concern to this course and will be examined with each weekly topic. This class places particular emphasis on indigenous agency and experiences throughout Oceania by drawing on recent Pacific scholarship that situates the ocean and the islands within a large network of interconnectivity.

Student Learning Outcomes (SLOs):

Upon completing this course, students will be able to:
1. Explain historical change and continuity in the Pacific Islands by emphasizing key processes (i.e. migrations, cross-cultural encounters and exchanges, religion, imperialism, nationalism, decolonization, global war, etc.) [HAP3]
2. Discuss key historical processes using a multi-disciplinary approach that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai‘i, the Pacific, and Asia. [HAP2]
3. Demonstrate the intersection of Asian and Pacific Island cultures with Native Hawaiian culture regarding a number of key historical processes. [HAP1]
4. Demonstrate an understanding of how key historical processes affect the present state of the Pacific Islands region from a multi-cultural perspective. [HAP4]
5. Write clear expository prose and present their ideas orally according to disciplinary conventions.
6. Develop clear arguments about history in the Pacific using recognized historical methods.

Students will demonstrate these skills through a number of in-class discussions, quizzes, and written assignments.
Course Requirements:
There are seven main assignments in this course: one map quiz, a book review, two reading responses, one outline that includes an annotated bibliography, and a final comparative paper. There are also some shorter reflection assignments that will be done in-class as part of the emphasis on writing in the course. Additionally, you will be required to meet with the instructor for a writing conference prior to Week 13.

1. Map Quiz – since we will be discussing numerous different Pacific Islands, you will be required to take one map quiz to ensure you know where we are talking about. [SLO6]

2. Book Review – this is a critical analysis of an assigned text that situates the book within the larger course by considering how it relates to a specific topic. For this assignment all of the students will review the same book and their reviews are due in Week 12. [SLO1/SLO2/SLO4/SLO5/HAP3/HAP2/HAP4]

3. Reading Responses – these are two formal pieces of writing that summarize, analyze and critique optional readings from a list of supplementary materials. These assignments are intended to focus on materials relating to the same topic as their final paper, allowing students to draw on and revise these conclusions in the final assignment. [SLO2/SLO3/SLO5/SLO6/HAP2/HAP1]

4. Outline and Annotated Bibliography – these are parts of the larger project of the final comparative paper where students not only plan their final paper, but summarize the main points of the sources that they will use for the paper. This assignment will be completed prior to the student’s conference with the instructor in order to receive feedback for their final paper. [SLO5/SLO6]

5. Final Comparative Paper – this is a five to seven page discussion of the ways in which a particular theme discussed in the course impacts or effects different peoples or peoples of different island groups in Oceania. The student may choose any topic from a list provided (or in consultation with the instructor) and will submit their finished product during the final week of the semester. This assignment is intended to scaffold on the outline and annotated bibliography, as well as the two reading responses from earlier in the semester so that the student can utilize comments to a polished piece of writing by the end of the course. [SLO1/SLO2/SLO5/SLO6/HAP3/HAP2]

6. Reflection Assignments – these are designed without specific parameters other than a topic. With these assignments, students are able to use whatever form of writing they wish to express themselves.[SLO4/HAP4]

7. Writing Conference – you are required to meet with me between Week 9 and Week 13 to discuss the shape of your Final Comparative Paper. We will go over your Outline and Annotated Bibliography at this meeting, as well as how you can incorporate your Reading Responses into your Comparative paper. [SLO5/SLO6]

Evaluation/Grading:

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
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<tbody>
<tr>
<td>Map Quiz</td>
<td>25</td>
<td>6%</td>
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<tr>
<td>Attendance and Participation</td>
<td>60</td>
<td>15%</td>
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<td>Reflection Papers</td>
<td>20</td>
<td>5%</td>
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<tr>
<td>Book Review</td>
<td>75</td>
<td>19%</td>
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<td>Reading Response (x2)</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>Paper Topic/Outline/Annotated Bibliography</td>
<td>20</td>
<td>5%</td>
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<tr>
<td>Final Comparative Paper</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>Total points:</td>
<td>400</td>
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Grade Scale:

- 360 - 400 = A
- 320 - 359 = B
- 280 - 319 = C
- 240 - 279 = D
- Under 240 = F
General Announcements:

1) If you have any concerns over or problems with the coursework, homework assignments, papers, exams, or anything else please feel free to meet with me during my office hours. If you are unable to attend my office hours, please see me and we will set up some other time to meet.

2) Your opinions are welcomed and encouraged during our classroom discussions. Part of engaging in civil discussion includes being respectful of others whether or not you agree with them. This classroom is a safe environment and disrespect towards others in the class will not be tolerated.

3) Cheating in any form (including and especially plagiarism) is absolutely unacceptable and will result in an “F” for the assignment as well as disciplinary action. The definition of plagiarism and cheating can be found under Section G of the Student Conduct Code.

4) The class schedule will be followed as closely as possible, but it is subject to change at the instructor’s discretion. If changes are made, students will be informed.

5) Students with disabilities of any kind may obtain information on available services online at www.honolulu.hawai.edu/disability/. Specific inquiries may be made by contacting Wayne Sunahara with Student ACCESS at (808) 844-2392 voice/text, by e-mail at waynens@hawaii.edu, or stopping by Student ACCESS located in Bldg. 5, Rm. 107B

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<tr>
<th>Key Dates</th>
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<tbody>
<tr>
<td>Map Quiz – Week 3</td>
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<tr>
<td>Reading Response #1 – Week 5</td>
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<td>Reading Response #2 – Week 7</td>
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<tr>
<td>Conference – Weeks 10-13</td>
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<tr>
<td>Book Review – Week 12</td>
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<td>Final Paper – Week 16</td>
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Schedule of Topics and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| Week 1: | Introduction  
Oral Traditions and Written Accounts |  
| Week 2: | Explorations and Migrations – Lapita  
Explorations and Migrations – Polynesians  
*Film: The Navigators* |  
| Week 3: | Island Cultures – Religion  
Island Cultures – Social Structure  
*Film: The Orator/O Le Tutafale* | (Map Quiz)  
| Week 4: | Trading Worlds – Yap  
Trading Worlds – Tonga |
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<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments Due</th>
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<tr>
<td>Week 5:</td>
<td>Islands and Beaches – Guam and Tahiti</td>
<td>(Reading Response #1)</td>
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<td>Islands and Beaches – Aotearoa and Hawai’i</td>
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<td>Week 6:</td>
<td>New Horizons – Traders</td>
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<td>New Horizons - Whalers</td>
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<td>Week 7:</td>
<td>Missionaries – Europeans</td>
<td>(Reading Response #2)</td>
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<td>Missionaries – Islanders</td>
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<td>Week 8:</td>
<td>Imperial Maneuvers – British and French</td>
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<td>Imperial Maneuvers – USA and Germany</td>
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<td><em>Film: Noho Hau</em></td>
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<td>Week 9:</td>
<td>Economic Shifts – Plantations</td>
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<td>Economic Shifts – Romanticism and Tourism</td>
<td>(Outline/Bibliography Due)</td>
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<td>Week 10:</td>
<td>Pacific War – Mariana Islands</td>
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<td>Pacific War – Pearl Harbor</td>
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<td>Week 11:</td>
<td>Pacific War – Caroline Islands, Marshall Islands</td>
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<td>Pacific War – Solomon Islands, New Caledonia, Papua New Guinea</td>
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<td><em>Film: Angels of War</em></td>
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<td>Week 12:</td>
<td>Nuklia Fri Pasifik – Marshall Islands</td>
<td>(Book Review Due)</td>
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<td>Nuklia Fri Pasifik – Tuamotus</td>
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<td><em>Film: Nuclear Savage</em></td>
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<td>Week 13:</td>
<td>Nationalist Struggles – New Caledonia</td>
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<td>Nationalist Struggles – Fiji</td>
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<td>Week 14:</td>
<td>Decolonization – Vanuatu</td>
<td>(First Draft Due for Workshop)</td>
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<td>Decolonization - Palau</td>
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<td><em>Writing Workshops</em></td>
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<td>Week 15:</td>
<td>Free Associations – USA and New Zealand</td>
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<td>MIRAB – Migrations</td>
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<td><em>Writing Workshops</em></td>
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<td>Week 16:</td>
<td>Global Warming</td>
<td>(Final Paper)</td>
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<td>Environmental Issues</td>
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<td><em>Film: Rising Waters</em></td>
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Readings List

The required readings for each weekly topic are listed at the top and marked with **. These readings must be completed by the second class of each week and will be discussed as part of the class for that day. Aside from the required readings listed below, the other two readings listed for each week are related to the topic and available for you to write a Reading Response on depending on which topic you find interesting.

Week 1: Introduction
- David Hanlon, "Beyond the 'English Method of Tattooing:' Decentering the Practice of History in Oceania," The Contemporary Pacific, 15:1 (Spring, 2003), 19-40.

Week 2: Explorations and Migrations

Week 3: Island Cultures:

Week 4: Trading Worlds

Week 5: Islands and Beaches
Week 6: New Horizons

Week 7: Missionaries

Week 8: Imperial Maneuvers

Week 9: Economic Shifts

Week 10: Pacific War

Week 11: Pacific War


Week 12: Nuliai Fri Pasifik

• **Chantal Spitz, Island of Shattered Dreams, translated by Jean Anderson (Huia Press, 2007)

Week 13: Nationalist Struggles


Week 14: Decolonization

• **Walter Lini, Beyond Pandemonium: From the New Hebrides to Vanuatu (USP Press, 1980)

Week 15: MIRAB and Associations

• Sa’liilemanu Lilomaiava-Doktor, “Beyond ‘Migration’: Samoan Population Movement (Malaga) and the Geography of Social Space (Vai),” The Contemporary Pacific 21, no. 1 (2009): 1-32

Week 16: Global Warming and Environmental Concerns

• Carol Farbotto, “‘The Global Warming Clock is Ticking so See These Places While You Can’: Voyeuristic Tourism and Model Environmental Citizens on Tuvalu’s Disappearing Islands,” Singapore Journal of Tropical Geography 3, no. 2 (2010): 224-238.
Films List

- “The Navigators: Pathfinders of the Pacific” (Sanford Low, 1983)
- “The Orator/O Le Tulafale” (Tusi Tamasese, 2011)
- “Conquest of Hawai‘i” (Steve Kroopnick, 2003), or “Noho Hewa,” (Anne Keala Kelly 2011)
- “Angels of War” (Andrew Pike, Hank Nelson, and Gavin Daws, 1983)
- “Nuclear Savage: The Islands of Secret Project 4.1” (Adam Horowitz, 2011)
- “Time and Tide” (Wavecrest Films, 2005) or “Rising Waters” (Andrea Torrice, 2000)