



UNIBETSEDÁT GUÅHAN

Fanuchånan 2024

CM 340 CHamoru Culture Course Syllabus (August 14 – December 6, 2023)

Section Information

Section: 01

Days/Time: MW/5:30-6:50pm

Location: HSS 310

Instructor Information

Name: Dr. Kisha Borja-Quichocho-Calvo

Email: kquichocho@triton.uog.edu

Office Phone Number: 735-2821

Office Hours (HSS 120i):

M 4:00-5:00pm

TTh 11:00am-1:30pm

By appointment

Course Description

Catalog Description

This course critically examines and re-evaluates historic and contemporary representation of CHamoru culture. Dance, music, storytelling, graphic and textile art, and other cultural forms are set alongside a background understanding of culture as a dynamic expression of changing historical, social, political, environmental, economic, and other conditions in the Mariana Islands from ancient to contemporary times. This course employs an interdisciplinary approach to critically exploring these cultural forms and the varying contexts out of which they arise. This exploration will be conducted while considering the larger issue surrounding the politics of cultural representation to include identity, modernity, adaptation and resistance, debates over authenticity, ownership and appropriation, and the ongoing CHamoru cultural renaissance of the 21st century. Prerequisites: CM-102 and CM-110, or consent of instructor.

Additional Course Description

Despite what the course title may imply, this is not a course in which culture is taught. It is not even a course in which culture will necessarily be defined in any concrete, singular, or definitive way. Rather, this course is designed to embrace an interdisciplinary approach to critically thinking about, examining, and interpreting various manifestations of and attitudes about CHamoru culture. That critical engagement with CHamoru culture will draw from the complex social, cultural, political, historical, environmental, economic, spiritual, and other contexts that are prominent in the Mariana Islands in both past and present. Overall, this course aims to provide students with the opportunity to meaningfully engage in the developing corpus of knowledge and ongoing discourse associated with the growing academic discipline of CHamoru Studies.

Instructor's Notes:

- Since this is a CHamoru Studies course, we must consider:
 - CHamoru perspectives on CHamoru issues will be brought to the fore.
 - Our role(s) and place in CHamoru lands. What is our relationship to these places we call home?
 - What are the politics of these islands and their peoples?
 - What is our responsibility to CHamoru places and peoples?

It is from here that we will begin our journey.

- During this semester, there will be much discussion and sharing of opinions. In order to create a safe space for discussions, we must respect each other's beliefs and opinions. People do not have to fully agree with each other but must remain open to listening to others. Disrespecting others will not be tolerated.
- Throughout the semester, you will be given several assignments and tasks. Do your best to keep up. Please keep lines of communication open. If you need help, let me know, and I will do my best to support you. You can also email me or schedule a meeting with me.
- **Spellings (of CHamoru and other CHamoru words):** Since this is a CHamoru Studies course, it is imperative that we follow spellings of CHamoru words according to the orthography standards created by the Kumision. This includes the word CHamoru, which is the version we will use in this course (not Chamoru or Chamorro). As stated in the "Language" section on the "[General Information](#)" page: "The University also adheres to spelling and usage conventions developed by the Kumision I Fino' CHamoru, which has the duty of establishing agreement on CHamoru orthography and notifying public and private institutions of updates to the language (P.L. 33-236)".
- We will be meeting face-to-face on Mondays and Wednesdays during our scheduled class time (5:30-6:50pm). Do plan accordingly to attend these sessions and be prepared to discuss the course content and to actively engage with our class. **If you are not prepared for class, do not attend.**

Course Protocol

Throughout this course, we must practice the following CHamoru values:

- **Inafa'maolek**
 - As Pacific scholar Teresia Teaiwa has reminded us, our classrooms can serve as metaphorical canoes, where as a class, we journey together throughout our time in this course. We must work together and, using the reciprocal processes of teaching and learning, we will sail our canoe through our ocean of sharing and gathering knowledge.
- **Respetu**
 - Respect each other's beliefs and opinions. People do not have to fully agree with each other but must remain open to listening to others. Disrespecting others will not be tolerated.

- Respect the instructor’s time and energy. This means that if an assignment is due on a specific date, do not submit after that date (unless prior arrangements were made). Also, honor the instructor’s communication limitations.
- **Hulat Maisa yan Inagofli’e’**
 - You are expected to participate in class activities and actively engage in discussions (online and F2F). Moreover, be mindful of how much or how little you are talking. If you think you are speaking too much, invite others to speak. If you are speaking too little, contribute more.
- **Responsibilidat**
 - Do your best to keep up with assignment tasks and course responsibilities. Please keep lines of communication open. If you need help, let me know, and I will do my best to support you.

Student Learning Outcomes (SLO)

Upon completion of this course, students will be able to:

- Analyze the concept of culture as a dynamic, fluid process;
- Identify and describe the varying CHamoru cultural practices and traditions related to human behavior, the environment, and the metaphysical;
- Explain particular CHamoru cultural values, beliefs, and attitudes in the context of Mariana Islands history; and
- Perform and interpret contemporary expressions of CHamoru culture.

CM340 Student Learning Outcomes	CHamoru Studies PLO	Institutional SLO	Methods of Assessment
Analyze the concept of culture as a dynamic, fluid process	2, 3, 4	1, 3, 4, 7	Community event, language nest, class facilitation, research project
Identify and describe the varying CHamoru cultural practices and traditions related to human behavior, the environment, and the metaphysical	2, 3, 4	3, 4, 6, 7	Community event, service project, language nest, class facilitation, research project
Explain particular CHamoru cultural values, beliefs, and attitudes in the context of Mariana Islands history	2, 3, 4	4, 6, 7	Community event, service project, language nest, class facilitation, research project
Perform and interpret contemporary expressions of CHamoru culture	2, 3, 4	1, 3, 4, 6, 7	Language nest, class facilitation, research project

CHamoru Studies Program Learning Objectives (PLO)

Students enrolled in the CHamoru Studies Program will successfully demonstrate the ability to:

1. Express ideas and analyses fluently and persuasively in both written and oral forms and in both the CHamoru and English languages;
2. Examine major cultural, historical, political, ecological, and literary themes, developments, and events in the Mariana Islands;
3. Evaluate relevant issues in CHamoru Studies within local and global contexts; and
4. Create original and independent work including formulating and proposing a topic of study, locating appropriate evidence, synthesizing information logically and orderly, and conveying findings clearly.

UOG Institutional Student Learning Outcomes (ISLO)

The expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:

1. Mastery of critical thinking and problem solving
2. Mastery of quantitative analysis
3. Effective oral and written communication
4. Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context
5. Responsible use of knowledge, natural resources, and technology
6. An appreciation of the arts and sciences
7. An interest in personal development and lifelong learning For more clarification and examples of how students might demonstrate the ISLOs, see <https://url.uog.edu/islos>.

Course Requirements

1. Required Course Materials

All course content will be accessible through Moodle or email.

2. Online Tools

For this course, you will need to have regular access to your UOG email and Moodle. The Moodle enrollment key for this course is: **FA24KBQ-B8QF**

3. Recommended Website – [Purdue Online Writing Lab \(OWL\)](#) (for APA writing format)

Coursework

Students will be graded on the following assignments. Below are the descriptions (and points possible) for each assignment. Specific guidelines and evaluation criteria will be provided by the instructor prior to the assignment deadlines.

1. **Attendance and Participation (5pts/week; 10% of total grade) (ISLO 7)** – Students are expected to attend class and actively participate in discussions, activities, and quizzes. Students should prepare for class discussions by annotating the assigned course content and creating relevant discussion questions and talking points.
2. **Community Meeting/Webinar/Event (20pts, 10% of total grade) (SLO 1, 2, & 3)** – Students will attend one meeting/webinar/event that is related to the course (refer to the syllabus for course information and the calendar for course themes). They must submit a one-page reflection on the meeting/webinar/event. (Questions to address: What was the purpose of the meeting/event? How did the meeting/event relate to the course? What were the students' overall impressions and reflections?) For extra credit, students can attend a second event and write a second reaction paper. (**Moodle**)

3. **Service Project (20pts, 10% of total grade) (SLO 2 & 3)** – Students will participate in a service project. They will submit a one-page reflection on the project. (More details will be provided at a later date.) **(Moodle)**
4. **Language Nest (100pts, 15% of total grade) (SLO 1, 2, 3, & 4)** – Students will engage in 10 hours of language revitalization experience. The 10 hours will be completed throughout the semester at one or both of the CHamoru language medium school/program. The purpose of this assignment is to immerse students in the CHamoru language and to build their confidence in understanding and speaking the language. Students will submit a log for the 10 hours and write a half-page reflection for each hour of their experience (5 pages total). **(Moodle)**
5. **Class Facilitation (30pts, 15% of total grade) (SLO 1, 2, 3, & 4)** – Each student will be responsible for facilitating one class session. Facilitation sessions will follow the class session during which we critically discuss the assigned readings for a given topic. Facilitations should invite the class to be engaging and interactive. Student facilitations should employ cultural forms or representations toward a close and critical examination of the ways in which CHamoru culture, in both past and present, manifests the issues and concerns that arise in our exploration of the week’s topic in which the facilitation is situated.

Students are expected to use visual aids and activities to enhance their facilitation. Students must meet with me at least one (1) week in advance of their scheduled facilitation. They must prepare by providing an outline of what they intend to do during the facilitation as well as any questions they might have. **Time limit: 1 hour**

6. **Research Paper (8-10 pages) and Presentation (100pts: Proposal: 10pts; Outline: 15pts; Draft 1: 25pts; Final Draft: 30pts; Presentation: 20pts; 20% of total grade) (SLO 1, 2, 3, & 4)** – The research paper will provide a critical examination and analysis of a contemporary manifestation of CHamoru culture of the student’s choice (e.g., issues of performance, visual art, fashion, music, corporate marketing, bumper stickers, language, and food). The goal of this paper is to critically examine and comment on the representations of CHamoru culture that the selected topic engenders. Some of the questions the paper should address are: What ideas does the chosen cultural representation promote about the CHamoru people and culture? Are these ideas or representations contested? How so and by whom? Does this contestation reveal anything profound about the dynamic and fluid nature of CHamoru culture? What are the larger implications of this specific cultural representation? Which scholarly, artistic, and other sources can speak to a more critical consideration of this particular manifestation of culture, and how so? The research paper will be submitted in a series of two drafts. Students will meet with the instructor after submitting their first draft to discuss necessary revisions. Students will present their research papers at the end of the semester, using electronic media. Presentations should be 15-20 minutes in length. **(Moodle)**
7. **Creative Project (20pts, 10% of total grade) (SLO 1 & 4)** – Students will create an original project based on their research paper topic. The project could be in the form of a song, visual art, flyer, sticker, food item or dish, clothing, etc. which speaks to the analyses of their topic. Students will present their projects to the class. **(In class)**

8. **Hinanao (20pts, 10% of total grade) (SLO 2)** This semester, there will be two class field trips, which students are expected to attend (if not, arrangements will have to be made *prior to* the scheduled activities). Students will write a one-page reflection on each field trip. **(Moodle)**

***Note: All assignments should be proofread prior to submission. Review all assignments for content, organization, and grammatical errors.**

Guidelines for Typed Assignments

- Name, date, and course in the top righthand corner
- One-inch margins
- Times New Roman
- Size 12 pt
- Double spaced

Grading Scale

A+	98-100%	4.00	B-	80-82%	2.67
A	93-97%	4.00	C+	77-79%	2.33
A-	90-92%	3.67	C	70-76%	2.00
B+	87-89%	3.33	D	60-69%	1.00
B	83-86%	3.00	F	Below 60%	0.00
I	Incomplete				
NC	No Credit				
UW	Unofficial withdrawal assigned by Registrar – Student stopped attending classes and did not submit/file required documents.				
W	Withdrawal assigned by Registrar – Student stopped attending classes and submits/files required documents.				

Class and Online Communication Etiquette

- Be mindful of yourself and of others.
- Be respectful when sharing and posting. Avoid using profanity and racist, sexist, and derogatory language. This kind of behavior will not be tolerated.
- Do not share peers' information and opinions beyond the context of this class.
- When sending an e-mail to the instructor: Be professional. Greet and address the instructor. Do not use slang. Check for incorrect spellings or grammatical errors. Sign off.

Course and Program Policies

Assignment Submission Policy

All assignments should be submitted on the specified due date. Late assignments will be accepted up to one day late.

Attendance Policy

Attendance in this class is vital. Regular and punctual attendance is integral to learning in this course. If special circumstances make punctuality difficult, please discuss this with the instructor. Students are responsible for obtaining all information, assignments, and handouts distributed during the session(s) missed. The instructor may advise students with four or more absences to withdraw from the course, as passing the course may be unattainable. In this case, it will be the student's responsibility to withdraw from the course, with the understanding that the student will otherwise receive an "F" for the semester.

Make-Up Assignments Policy

Under extenuating circumstances, students will be able to submit late assignments. However, they cannot make up scheduled presentations and quizzes.

University Policies and Student Services

EEO/ADA/Title IX Policies and Commitment to Student Learning

The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the director of EEO/ADA and Title IX Office at (671) 735-2244, (671) 735-2971, TDD (671) 735-2243 or eeo-ada@triton.uog.edu

ADA Accommodation Services

If you are a student with a disability who will require an academic accommodation(s), please contact the Student Counseling and Advising Service Accommodations Office to discuss your confidential request. Please provide an accommodation letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor. To register for academic accommodations, please contact or visit the Student Center, Rotunda office #6, disabilitysupport@triton.uog.edu or telephone/(TDD) (671) 735-2460.

Plagiarism Policy

Plagiarism is a serious academic offense and will not be tolerated in this course. The University of Guam defines plagiarism in the Student Code of Conduct as follows: “The term ‘plagiarism’ includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (p. 35). Plagiarism will result in the failure of the assignment. For more serious consequences, the student will be referred to the Student Discipline and Appeals Committee.

Use of Artificial Intelligence (AI)

The use of Artificial Intelligence (AI) as a research tool is allowed, but it must not replace the student’s original ideas, creativity, and critical thinking. AI should be used only as a tool to assist in research, and proper attribution must be given to any AI-generated content. All work submitted for grading must be the sole product of the student’s endeavors. **Any violation of academic integrity will be dealt with accordingly.**

Counseling Services and Other Additional Resources

Student Counseling/Wellness Office: (671) 735-2890; wellness@triton.uog.edu (location: HSS103)

I Pinangon Campus Suicide Prevention Program: (671) 735-2883; ipinangon@triton.uog.edu

Writing Center

If you need help with your writing assignments, contact the Writing Center: writingcenter@uog.edu
Appointments can be made online: <https://sites.google.com/view/dealwritingcenter/> (location:
EC204)

Campus Security (G4S): (671) 888-2456

Note: Guidelines and requirements listed in this course syllabus are subject to change at the discretion of the instructor to accommodate student progress, semester challenges, health crises, or natural disasters.

CM340 Course Calendar (Fanuchånan 2024)

Date	Theme	Readings/Films	Activities and Assignments
8/14	I Tinituhon	First Day of Instruction	Introductions; course set-up; review course syllabus
8/19	I Tinituhon	<p>Read: -“Folktale: Puntan and Fu’una: Gods of Creation” (A. P. Hattori) -“Pontan and Fo’na” (T.L. Perez)</p> <p>Watch: -“I Tinituhon” (1:44) -“I Estorian Fu’una yan Puntan” (12:14)</p>	<p>Questions on syllabus</p> <p>Syllabus Quiz</p> <p>Exchange contact info.</p>
8/21	I Tinituhon	<p>Read: -“Foreword” to <i>I Lihenden CHamoru</i> (S. Santos-Bamba) -“Rediscovering Fo’na and Pontan” (B. Cruz)</p> <p>Watch: -“I Tinituhon: Rediscovering Fo’na and Pontan” (22:17)</p>	Short hinanao to latte site
8/26	What is CHamoru Culture?	<p>Read: -“The Chamorro Culture” (C. Kasperbauer) -“Culture Defined” and “Chamorro: A Hidden Culture” (pp. 42-68 in “All Fifty Kathousand Cousins”) (M. Storie)</p>	
8/28	What is CHamoru Culture?	<p>Read: -“Chamorro Culture” (Guam Visitors Bureau) -“Culture Change Dynamics in the Mariana Islands” (A. Owen)</p> <p>Watch: “Inside Indigenous Life in a US Territory” (4:49)</p>	
9/02		No Class – Labor Day	
9/04	What is CHamoru Culture?	<p>Read: -“CHamoru Cultural Value Systems” (Guampedia) -Excerpts from <i>Memorias</i> (Souder and Betances) -“9 Things You (Probably) Didn’t Know about the Chamorro People” (DeWitt Guam) -“Understanding CHamoru Culture on Guam” (The Guam Guide) -“Simply Chamorro” (V. Diaz)</p>	

		<p>Listen: -“The Battle to Keep Chamorro Culture in Guam Alive” (7:05)</p> <p>Watch: -“Na’la’la - Guam Short Documentary” (14:49)</p>	
9/09	<p>(Dis)Connections between Past, Present, and Future: CHamoru Culture in Historical and Historiographical Perspective</p>	<p>Read: -“Hurao” and Hurao Speech (V. Leon Guerrero and N. Quinata) -“Hurao Revisited: Hypocrisy and Double Standards in Contemporary Histories and Historiographies of Guam” (pp. 122-137) (J. Viernes) -“Hurao Meets Lincoln in Hagåtña” (op-ed, R. Underwood) -“Hispanicization as a Socio-Historical Process in Guam” (R. Underwood)</p> <p>Watch: “Pacific History Conference 2016. Spanish Map of Guam. 1676” (7:23)</p>	
9/11	<p>CHamoru Culture and Catholicism</p>	<p>Read: -“Pious Sites: Chamorro Culture Between Spanish Catholicism and American Liberal Individualism” (V. Diaz) -“Transmission of Christianity into CHamoru Culture” (M.L. Bevacqua) -“Chamorro and Spanish Roots Define Guam’s Catholic, Island Culture” (T.M. Landy)</p> <p>Listen: -“Chamorro Church Songs”</p>	<p>Student Facilitation #1</p>
9/16	<p>CHamoru Culture and Colonization</p>	<p>Read: -“Guam’s US Naval Era Historical Overview” (S. Murphy) -“Naval Executive Orders” (Guampedia) -“Navy Blues: US Naval Rule on Guam and the Rough Road to Assimilation, 1898-1941” (A. Hattori)</p> <p>Watch: -“How the U.S. Territory of Guam Became an American Colony” (10:53)</p>	<p>Research Paper Proposals due (Moodle)</p>
9/18	<p>CHamoru Culture and Colonization</p>	<p>Read: -“The Japanisation Policy for the Chamorros of Guam, 1941-1944” (W. Higuchi)</p>	<p>Student Facilitation #2</p>

		<p>Watch: -“The Manenggon March and Concentration Camp: A Documentary” (2:12:28) (You only need to watch 30 minutes.)</p>	
9/23	<p>CHamoru Culture and Colonization</p>	<p>Read: -“Living at the Tip of the Spear” (K. Kuper) -“The Banality of American Empire: The Curious Case of Guam, USA” (M.L. Bevacqua & M.L. Cruz)</p> <p>Watch: -“U.S. Militarization of Guam & the Northern Marianas” (1:36:21)</p>	<p>Student Facilitation #3</p>
9/25		<p>No Class – Hinanao #1 on Friday, 9/27</p>	<p>Research Paper Outlines due (Moodle)</p>
9/30	<p>CHamoru Culture and Language Stamina</p>	<p>Read: -“English and Chamorro on Guam” (R. Underwood) -“The Languages of Three Generations of Chamorro Women” (S. Santos-Bamba)</p> <p>Watch: -“The Buzz TV: Jess Interviews Dr. Katherine Aguon” (6:56)</p> <p>Review: -Kumision i Fino’ CHamoru website -Chamorro-Carolinian Language Policy Commission (Read webpage and CNMI Public Laws 03-26 and 15-96 at the bottom of the page)</p>	
10/02	<p>CHamoru Culture and Language Stamina</p>	<p>Read: -““We Are in a Crisis”” (J. Sablan) -“Speaking CHamoru Is Strongest Way to Be Connected to Ancestors” (M.L. Bevacqua) -“Simple Chamorro Greetings” (GVB) -“Para Månu Hit Mo’na?” – Planning for the Future of Fino’ CHamoru Revitalization in Guåhan” (K. Kuper)</p> <p>Watch: -Nihi Indigenous Media (watch CHamoru language videos) -“We Tried Guessing Chamorro Words” (9:18)</p>	<p>Student Facilitation #4</p>
10/07		<p>No Class: Fall Break</p>	
10/09		<p>No Class: Fall Break</p>	

10/14	CHamoru Culture and Education	<p>Read:</p> <ul style="list-style-type: none"> -“The Guam Dilemma: The Need for a Pacific Island Education Perspective” (K. Aguon) -“Textbook Tells” (A.P. Hattori) 	
10/16	CHamoru Culture and Education	<p>Read:</p> <ul style="list-style-type: none"> -“The Role of Education in the Preservation of the Indigenous Language of Guam” (P. Lujan) -“The Fight to Save CHamoru” (A. Hofschneider) <p>Watch:</p> <ul style="list-style-type: none"> -“Hurao Academy Continues Mission to Teach Language/Culture” (8:06) -“Teaching CHamoru through the Immersion Format” (7:41) 	Student Facilitation #5
10/21	CHamoru Culture and Gender	<p>Read:</p> <ul style="list-style-type: none"> -“Historical Images of Women in CHamoru Culture” (pp. 31-36) (C. Meno and I. Twaddle) -“Reconnecting to Precolonial Chamorro Women in Guam” (pp. 74-85 in <i>PAI</i>, Vol. 9) (L. Naholowa‘a) -“Pondering CHamoru Manhood” (K. Kuper) -“Negotiating Manhood” (pp. 294-305) (J. Viernes) <p>Watch:</p> <ul style="list-style-type: none"> -“2013 – Brave New Voices (Semi Finals)” (3:37) -Clips from <i>Mothering Guahan</i> (L. Naholowa‘a): <ul style="list-style-type: none"> • “Laura Souder Talks about Matrilocality or Mother-centeredness in Chamorro Culture” (2:26) • “Mariquita Taitague Shares Stories about Her Mother” (1:54) • “New Local Film Mothering Guahan” (2:50) • “KUAM News – Mothering Guahan” (2:36) -“Maisa the Chamoru Girl Who Saves Guåhan” (35:18) 	
10/23	CHamoru Culture and Gender	<p>Read:</p> <ul style="list-style-type: none"> -“The Purity Myth” and “Violent Militarized Masculinities” in Decolonizing Sexuality (F. Naputi) (pp. 55-66) -“An LGBTQ Guide to Guam” (GVB) <p>Watch:</p> <ul style="list-style-type: none"> -“Guma’ Gela’ Is CHamoru Queer Art Collective” (2:42) 	Student Facilitation #6

		Review: -GALA -Equality Guam	
10/28	CHamoru Culture and the Literary and Performing Arts	Read: -“Post Colonial and Modern Literature of the Marianas” (R. Torres) -“Pre-Contact Marianas Folklore, Legends, and Literature” (R. Torres) -“Foreword” to <i>Ocean Mother</i> (K. BQ-Calvo) Watch: -“ Mes Chamorro: Lee Perez ” (4:31) -“ Leave the Marianas Alone ” (4:46) - Ocean Mother interview with Arielle Lowe (1:07:17)	Draft 1 due: Wednesday, 11/06
10/30	CHamoru Culture and the Literary and Performing Arts	Read: -“ Sunidon Marianas: Chamorro Music and Cultural Unification in the Marianas ” (pp. 1-11) (M. Clement) -“Espritu Tasi/The Ocean Within” (O. Cruz-Banks) Watch: -“ Dance ” (A. Lowe) (3:54) -“ Re-creation of CHamoru Dance ” (21:58) -“ I Estoria-ta ” (7:10) -“ Ta Fanmalulok gi Pinto'-ta ” (J. Cepeda) (6:22) -“ Manetnon Hit ” (J. Cepeda) (2:35)	Student Facilitation #7
11/04	CHamoru Culture and the Political	Read: -“Political Statement at FestPac Necessary” (K. BQ-Calvo) -“Decolonize Oceania! Free Guåhan!” (T. Na'puti and S. Frain) Watch: -“ Saina – S1 E1 (Dr. Robert Underwood) ” (26:45) -“ Decolonization 101 ” (31:28)	Student Facilitation #8
11/06		Draft 1 Writing Workshop (bring 1 printed copy of your draft)	Draft 1 due Sign up for Student Conferencing session
11/11		No Class	
11/13		Read: -“Our Sea of Islands” (Epeli Hau'ofa) -“Representations of Cultural Identities” (V. Hereniko)	

	Culture and Identity in Oceania	Watch: -“ Pacific Level Up 2: Defining the Pacific ” (12:06) -“ Pacific Level Up 4: Meet Micronesia ” (20:51) -“ Pacific Level Up 5: Melanesia 101 ” (10:40) -“ Pacific Level Up 6: Polynesia 101 ” (18:12)	
11/18	Culture and Identity in Oceania	Read: -“Gender Diversity in Oceania” (<i>Teaching Oceania</i> v.2) (pp. 30-40) -“Making Sartorial Sense of Empire” (C.T. Sasaki) Watch: -“ Moana Official Trailer ” (2:34) -TBD	Student Facilitation #9
11/20		No Class – Hinanao #2 on Friday, 11/22	Service Project Reflections due (Moodle)
11/25	CHamoru Culture in the 21st Century	Read: -“Pulan CHamoru” (M. Bevacqua) -“‘When You Save a Homeland and Culture, You Save a People’: How the Manmaga‘håga Siha of the 21st Century Saved Guåhan” (K. BQ-Calvo) Watch: -“ guam where america’s day begins ” (4:04) -TBD	
11/27	CHamoru Culture in the 21st Century	Read: -“Destination Chamorro Culture” (C. DeLisle) -“ HPO: 700 Ancestral Remains to Be Reburied in Garapan ” (<i>Marianas Variety</i>) -“ Community Prepares for Reinternment of Ancestral Remains ” (<i>Marianas Variety</i>) Watch: - Nihi Indigenous Media (watch CHamoru language videos) -“ ‘Siha’ – Pilot Episode ” (5:57) -“ Island Time: Inventions ” (37:39)	Student Facilitation #10
12/02			Final Paper Presentations: Part I
12/04		Last Day of Instruction	Final Draft due Final Paper Presentations: Part II

12/09		No Class – Santa Marian Kamalen	
Tuesday, 12/10		Final Exam Day: 6:00-7:50pm	Creative Project Presentations Language Nest Logs and Reflections due (Moodle) Community Event reflections due (Moodle)