

HI 211: History of Guam
Course Syllabus
Fanuchânan (Rainy Season/Fall) 2024

TUESDAYS AND THURSDAYS

SECTION 2: 11:00-12:20

SECTION 3: 12:30-1:50

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Moodle Enrollment Key: [REDACTED]

Course Description (from UOG Catalog): This course surveys the political, socio-cultural, economic, and military history of Guam and its people since ancient times, reviewing historical changes through the eras of Spanish, Japanese, and American colonial rule.

Required Readings: All our course readings are PDF files, downloadable from our Moodle site.

Moodle: Moodle will be utilized in several essential ways. These include: (1) location of all assigned readings; (2) location of all lecture handouts, audio recordings of some lectures, and links to external sources of information; (3) portal for course quizzes and exams, (4) gradebook, and (5) message center. **I strongly urge you to bring to each class a device on which you can perform online tasks via Moodle, such as quizzes.**

Select University Policies:

Plagiarism is the dishonest act of stealing another person's intellectual property – their words, ideas, and theories. The UOG Student Handbook states, "The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. 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).

All required papers will be subject to submission for textual similarity review to *Turnitin* (on Moodle). *Turnitin* generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, ChatGPT and other AI-generated content, as well as other published works. **In this class, students who plagiarize will receive ZERO points for the assignment.**

Student Evaluation of Faculty:

Towards the end of the semester, students will have an opportunity to evaluate their courses and faculty. These will be administered on CollegeNet. Responses are anonymous and cannot be traced back to individual students. Your participation is essential and appreciated.

Communication Policy:

University policy states that official communications will be sent using university assigned (@gotritons or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

FERPA:

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights for students, parents and school officials can be viewed at:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

EEO/ADA Policy 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 & TITLE IX Office at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu.

For students covered under the ADA (Americans with Disabilities Act) who require academic accommodation(s), please contact the Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor will be provided to me. To register for academic accommodations, please contact or visit them at Dorm 2 Iya Hami Hall Room 104; Telephone: 671-735-2244; TDD: 671-735-2243; email <disabilitysupport@triton.uog.edu>.

ALIGNMENT OF LEARNING OBJECTIVES

History Program SLOs

Upon completing a bachelor's degree in History, students will be expected:

1. To be knowledgeable of major historical themes, developments, and events;
2. To read, interpret, and evaluate historical evidence carefully and analytically;
3. To develop skills in conducting independent historical research, including the ability to define a historical problem, locate appropriate evidence, organize information logically, and articulate findings clearly; and
4. To express their historical analyses clearly and persuasively both in written and oral forms.

UOG Institutional Learning Objectives

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

HI 211 Student Learning Objectives (SLOs)	History SLOs	UOG ILOs	Assessment
1.To demonstrate in written and oral forms their knowledge and understanding of key elements in Chamorro culture, including matrilineal practices, navigational technologies, animistic religious beliefs and practices, and value systems/philosophies.	1, 2	1, 3, 4, 5, 6, 7	Tests, Quizzes, Essays, Presentations
2.To demonstrate in written and oral forms their knowledge and understanding of the impact of colonization, including the loss of political sovereignty, religious transformation and appropriation, militarization, and efforts toward decolonization.	1, 2	1, 3, 4, 5, 6, 7	Tests, Quizzes, Essays, Presentations
3.To demonstrate an ability to read, interpret, and evaluate primary and secondary historical sources.	1, 2, 4	1, 3, 4, 5, 6, 7	Tests, Quizzes, Essays, Presentations
4.To demonstrate an ability to express historical and historiographical analyses in oral and written forms.	1, 2, 4	1, 3, 4, 5, 6, 7	Tests, Quizzes, Essays, Presentations

COMPONENTS OF THE GRADE

GRADE COMPONENTS:

(A) 2 EXAMS: MIDTERM AND FINAL (2X20)	40 POINTS
(B) 3 ESSAY ASSIGNMENTS (3, 4, 8 PTS)	15 POINTS
(C) IN-CLASS QUIZZES/PARTICIPATION POINTS	25 POINTS
(D) 1 GROUP PRESENTATION (1X10)	10 POINTS
(E) 1 ORAL HISTORY ESSAY (1 X 10)	10 POINTS

TOTAL 100 POINTS

GRADE SCALE:

A+, 100-98 (4.0)	B-, 82-80 (2.67)
A, 97-93 (4.0)	C+, 79-77 (2.33)
A-, 92-90 (3.67)	C, 76-70, (2.0)
B+, 89-87 (3.33)	D, 69-60 (1.0)
B, 86-83 (3.0)	F, BELOW 60

(A) TWO EXAMS (2 X 20 = 40 POINTS TOTAL, 40% OF YOUR GRADE) [*ALIGNS WITH SLOs 1, 2, 4]

The 2 EXAMS – a Midterm and a Final -- will be administered through Moodle. YOU MUST BE PHYSICALLY PRESENT IN THE CLASSROOM TO TAKE THEM. Otherwise, a make-up exam (upon submission of a doctor's excuse or other valid, urgent justification) will be administered, consisting entirely of essay questions.

Each of the exams is worth 20 points, distributed as follows:

- 10 points on Lecture notes and presentations: 40 Multiple choice questions (½ point each) from lectures and presentations, measuring factual knowledge as well as both historical and historiographical analyses
- 5 points: 1 Essay question that asks you to summarize and analyze historiographically an assigned reading
- 5 points: 1 Essay question that asks you to cite lecture notes, course readings, and presentations to describe, analyze, and discuss the histories and historiographies of a specific episode from our past

(B) (B) THREE ESSAY ASSIGNMENTS (3+4+8= 15 POINTS, 15% OF YOUR GRADE) [*ALIGNS WITH SLOs 1, 2,4]

There are 3 essay assignments. Each one builds upon the previous in terms of both content requirements and points allocated.

***** Papers are DUE by 10:45 AM on the day they'll be discussed in class, with a 30% penalty for papers uploaded tardily. *****

Essay 1, 3 points: Topic, contexts (reading and author) and thesis (main point); roughly 1 decent paragraph (4-5 sentences, ~½-page double-spaced)

Options: **1a: Ansaldo** (due Tues, Sept 17, 10:45 AM) or **1b: Hurao** (due Thurs, Sept 19, 10:45 AM)

Essay 2, 4 points: Topic, contexts (reading and author), thesis (main point) and summary; roughly 2-3 full paragraphs in length (~1 to 1½-page double-spaced)

Options: **2a: Navy Era set** (Petition & Tomas Calvo Anderson speech; due **Tues, Oct 22, 10:45 AM**) or **2b: WW2 reading set** (due **Thurs, Oct 31, 10:45 AM**)

Essay 3, 8 points: Topic, contexts (reading and author), thesis (main point), summary, as well as historical and historiographical analyses; ~2-page double-spaced length

Options: **3a: Souder and Blaz** (due **Tues, Nov 19, 10:45 AM**) or **Crisostomo** (due **Tues, Dec 10, 10:45 AM**)

ESSAY COMPONENTS

Topic: What is the primary subject matter, including the place and time? [Ex: This reading is about latte stones on Guam in the 1600s.]

Contexts: You will need to provide 2 contexts that do not necessarily need to be lengthy:

Author context: Basic biographical information that identifies who the author is

Reading context: What type of document is this and when/where was it written/published? [poems, song lyrics, battle speeches, newspaper articles, personal account, academic essay]

Thesis: What is the specific point or argument made by the author? What is the main idea that the author is trying to convey to readers?

Summary: What specific evidence does the author provide to demonstrate his/her thesis? Don't ramble on by rattling off information that is not relevant to the thesis.

Historical Analysis: What is the importance of this reading in the broad picture of Marianas history – (not the importance of this history or historical event)? What unique or valuable information or perspectives does the author provide?

Historiographical Analysis: Provide evidence to demonstrate that the reading has been written in a particular historiographical mode. Specifically, respond to 2 issues: Islander-centered vs. Eurocentric? Canonical vs. Counter-canonical?

(C) IN-CLASS QUIZZES (25 POINTS, 25% OF YOUR GRADE)) [*ALIGNS WITH SLOs 1, 2, 4]

During our class sessions, there will be occasional quizzes or activities that require your participation, particularly if there is a “required reading” assigned for that day. These may take the form of multiple choice, true/false, or short answer questions. These may also take the form of class participation activities. **There will be NO opportunity to make up these quizzes, regardless of excuse, so absences will result in zero points.**

**(D) ONE GROUP PRESENTATION
(10 POINTS, 10% OF YOUR GRADE) [*ALIGNS WITH SLOs 1, 2, 3, 4]**

FIELDWORK (FW) PRESENTATION @ 10 POINTS: As part of a group, you will present to the class a summary and analysis of one historical landmark or monument.

During the sign-up period, you will select ONE part of the presentation for which you will be responsible – i.e., the site visit summary; the site history; the site’s historical significance; the site’s historiographical representation. Therefore, you will be graded only on your specific segment of the presentation. **The performance of other group members will in no way affect your individual grade** (so don’t do other people’s work for them – you’re all responsible adults so let the others get their deserved grade).

FIELDWORK PRESENTATION OPTIONS

Group, Presentation date, Fieldwork Site:

1. Tues, Oct 1: Plaza de España, Hagåtña: Azotea and Chocolate House
2. Tues, Oct 22: Guam Institute/Lujan House, Hagåtña (*focus on Guam Institute aspect*)
3. Tues, Oct 29: Insular Force Guard Monument, Hagåtña
4. Tues, Nov 5: Merizo Martyrs Monument (Faha & Tinta Memorial in front of Malesso Church)
5. Tues, Nov 5: Chagui’an Massacre Site, Yigo (call Yigo mayor to secure access)
6. Tues, Nov 12: Sumay Cemetery, Village (*requires base access)

FIELDWORK PRESENTATION GRADING (10 POINTS)		
<p>Divide these sections up. You are graded INDIVIDUALLY -- your grade is not dependent on your group members.</p>	<p>SITE VISIT SUMMARY: You are the group’s tour guide. Tell the class how to get to the site, including maps and photos (selfies, too). <i>Summarize the historic site based on information provided at the location itself.</i> What was/is this place? When and why was it built?</p> <p>SITE HISTORY: This summary will expand upon what is stated at the site itself (without repeating info from the previous section). You will provide the class with a more in-depth view of this site and its place in Guam’s history. Online research, starting at Guampedia.com, will be beneficial.</p>	<p>You will be graded on:</p> <ul style="list-style-type: none"> ● Accuracy ● Organization ● Thoroughness (addressing the specifics in your particular segment of the presentation) ● Sources

	<p>Historical analysis, Explain why this site is important to know, remember, and preserve. What does it teach us about Guam’s history? [This is NOT the same as the summary, so avoid repeating that kind of information.] Think deeply on this and correlate your analysis with lecture material.</p> <p>Historiography, Explain whether it is Eurocentric or islander centered and whether it is canonical or counter- canonical. Provide evidence to support your analysis.</p>	5 points
Site Visit	Your presentation should include a photo of you taken at the site. (Plus one bonus point for a group photo.)	1 point
First Draft	One week before your presentation, the first draft is due via Google Slides . Your TA will set up your Google Slides group, so make sure you are able to access the link.	1 point
Final Draft	By 6 pm on the day before your presentation , the final version is due via Google Slides so that I can prepare for class. <i>I cannot guarantee that late work will be included during the presentation.</i>	1 point
Presentation quality	You will be graded on: Clarity (Effective use of language to explain material); Delivery (eye contact, eloquence, preparedness); Time management ; and Overall impression .	2 points
Total for Fieldwork Presentation:		___/10 points

(E) ORAL HISTORY ESSAY (10 points)
Due Thursday, December 12

1. Submit a 2-page, typewritten, double-spaced essay that summarizes an interview of one Chamorro who is more than 70 years old.
 - The person may reside in the Northern Marianas, or other off-island locale.
 - Make an honest effort to find someone, but **if you absolutely cannot locate an elder Chamorro, see me to discuss other options.**
2. **THIS IS NOT INTENDED TO BE A WORLD WAR 2 INTERVIEW. TRY TO AVOID THE TOPIC OF WAR, IF POSSIBLE.** Instead, for your interview, discuss some aspects of daily life.
3. Below are possible interview questions that you might use as a general guideline. Feel free to write your own questions – these are just suggestions to get you started.

Sample Interview Protocol and Questions

NOTE: These are just some SAMPLE questions to help you get started with your interview. You should adjust the questions to fit the person you're interviewing. For example, if the person is an avid fisherperson, ask where s/he went fishing, what methods were used, what kinds of fish were caught, who went, how did s/he learn to fish, etc.

Name

Age and date of birth

Childhood Village

Present village

1. Going back to your earliest memories, can you describe a typical day in your life as a child?
2. Describe your family – your parents, grandparents, brothers and sisters.
3. Who lived in the house?
4. What chores did you do? What were your brothers' and sisters' chores?
5. Where did you go to school and what do you remember about it?
6. What are some of your happiest memories from childhood?
7. What kinds of things did you do for fun and who did you play with?
8. What would you want young people today to know and understand about what the island was like in your childhood years?

Keeping track of your grade:

I recommend that you personally keep a tally of your points. [In other words, don't rely on the Moodle calculation, because I have never been able to get it to work properly.]

It's simple. By the end of the semester, the total points will add up to 100. So your point total will tell you what your final grade is.

The other approach is to start yourself out with 100 points, and then subtract however many points you've lost here and there. That'll also bring you to your final grade.

HI 211: History of Guam
Fanuchånan 2024 Schedule

AUGUST 2024	
Week 1	Thurs, Aug 15 Syllabus Review
Week 2 Tues, Aug 20 Lecture 1 (L1): History and Historiography Student Bio-Data form due (on Moodle)	Thurs, Aug 22 Lecture 2 (L2): Historiography and the Latte Required Reading: CT Perez, "As I Turn the Pages"
Week 3 Tues, Aug 27 L3: Hale' CHamoru Sign Up for Group Presentation	Thurs, Aug 29 L4: Kutturán CHamoru Recommended Reading: Vilar, et al, "The Origins and Genetic Distinctiveness ..."
SEPTEMBER 2024	
Week 4 Tues, Sept 3 L5: Politics and Power	Thurs, Sept 5 In-class graded discussion of readings. Required Reading: Fray Juan Pobre in the Marianas
Week 5 Tues, Sept 10 L6: Introducing the 3 Gs In-class graded discussion of reading: Required Reading: Frank Quimby, "The Matao Iron Trade"	Thurs, Sept 12 L7: Glory and Gold: Focus on Magellan Required Reading: Pigafetta; San Martín
Week 6 Tues, Sept 17 L8: Missionary Mania Required Reading / Essay 1a option: Ansaldo; Le Gobien (only Ansaldo for essay)	Thurs, Sept 19 L9: Peace and War Required Reading / Essay 1b option: Speeches of Hurao and Aguarin (only Hurao for essay)
Week 7 Tues, Sept 24 L10: Survivor Marianas	Thurs, Sept 26 L11: Kustumbren CHamoru Recommended Reading: Underwood, "Hispanicization..."
OCTOBER 2024	
Week 8 Tues, Oct 1 FW Presentation: Plaza de España Study Session for MIDTERM EXAM	Thurs, Oct 3 MIDTERM EXAM
Week 9 Tues, Oct 8 FALL BREAK	Thurs, Oct 10 FALL BREAK

Week 10 L12: Splendid Little War	Tues, Oct 15	Thurs, Oct 17 L13: Navy Blues: Politics and the USN
Week 11 L14: Americanization in the Pre-War Era Required Reading/Essay 2a option: Navy era readings: (Petition of 1901, Speech of Tomas Calvo Anderson) FW Presentation: Guam Institute	Tues, Oct 22	Thurs, Oct 24 L15: "They Were Treated Like Animals in a Parade": Leprosy in Guam
Week 12 L16: Nan'yō-chō: Japan & Micronesia Supplemental Reading: Farrell, "Japan..." FW Presentation: Insular Force memorial	Tues, Oct 29	Thurs, Oct 31 L17: Remembering "The War" Required Reading/Essay 2b option: World War II reading set
NOVEMBER 2024		
Week 13 L18: Liberating Guam FW Presentations: • Merizo Martyrs memorial • Chagui'an Massacre memorial	Tues, Nov 5	Thurs, Nov 7 L19: Deliberating Liberation
Week 14 L20: Militarization in Micronesia FW Presentation: Sumay	Tues, Nov 12	Thurs, Nov 14 <i>Radio Bikini</i>
Week 15 L21: Karen and Kennedy Required Reading/Essay 3a option: Souder, "Psyche Under Siege" AND Blaz, "Chamorros Yearn for Freedom"	Tues, Nov 19	Thurs, Nov 21 L22: Nationalism and Guam's Political Development
Week 16 L23: Chamorro Self-Determination Required Reading: Murphy columns + Song lyrics	Tues, Nov 26	Thurs, Nov 28 THANKSGIVING: NO CLASSES
DECEMBER 2024		
Week 17 L24: Envisioning Guam's Cultural, Economic, and Political Futures Required Reading/Essay 3b Option: Crisostomo, "Strategic Guam"	Tues, Dec 3	Thurs, Dec 5 Final Exam Review Course Evaluations Oral History Essay due
WEEK 18 – FINAL EXAMS (NO regular classes this week; only exams) FINAL EXAM SCHEDULE: Section 2, (11:00-12:20 class): WEDNESDAY, DEC 11, 12:00-1:50 AM Section 3, (12:30-1:50 class): TUESDAY, DEC 10, 12:00-1:50 PM		