



CM-110-01 INTRO TO CHAMORU STUDIES COURSE SYLLABUS

SECTION INFORMATION

Section: -01

Delivery Method: Online Asynchronous

Credit: 3.0

Prerequisites: None

Moodle Enrollment Key: [REDACTED]

INSTRUCTOR INFORMATION

Instructor: Nolan G.T. Flores

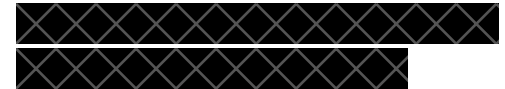
Email: ngtflores@triton.uog.edu

Office Location: HSS 314

Office Phone Number: +1(671)735-2815

Office Hours (In-person or via Zoom):

Tue., Wed., & Thur. | 8:00AM-10:00AM



CATALOG DESCRIPTION

This course will introduce students to the interdisciplinary approach to CHamoru Studies as a community-engaged academic discipline. It provides a broad survey of major issues and concerns specific to CHamoru society in both historical and contemporary contexts. The course emphasizes CHamoru perspectives, experiences, and systems of knowledge as an effective framework for students to use in their ongoing critical engagement with local, regional, and global issues. The course includes a considerable service-learning and community engagement component that compels students to connect their academic study of CHamoru Studies with communities, organizations, and efforts outside of the university campus.

COURSE CONTENT

This course will address a host of issues, themes, developments, and problems specific to the critical study of CHamoru people, culture, and society in ways that are accessible to students just entering their undergraduate careers. Course content may include CHamoru epistemologies and identities, colonialism and decolonization, missionization, militarism, gender, arts and culture, development and globalization, environment, and so forth. Students' critical consideration of these issues in an academic setting will be paired with applied community engagement and service learning, allowing students to make meaningful connections between the theoretical and the living communities of which they are a part. This course meets the General Education requirement for Uniquely UOG.

COURSE INFORMATION

Required Texts

All our course readings are PDF files available and downloadable from our Moodle course page. Additional course materials and supplemental resources may also be provided throughout the semester via our Moodle course page.

Course Delivery, Moodle, and Other Platforms

As this is an online course, you will need regular access to an electronic device with a reliable internet connection to access assigned content, engage in discussions, and complete assignments. Students will use word processing software as well as other free online platforms to complete assignments.

Moodle will be utilized in several essential ways. These include: (1) location of all assigned readings; (2) location of all video lectures and links to external sources of information; (3) portal for completing/submitting course assignments; (4) gradebook, and (5) communication center. Additional content and all assignments will be available to students on the Moodle course page. Students will be required to submit all assignments on Moodle. Assignments submitted via email or hardcopy will not be accepted unless discussed with the instructor prior to the due date. If you do not already have a Moodle account, you can create one on the Moodle website. For assistance, contact Moodle Help at: moodlehelp@triton.uog.edu or call 735-2620/1.

Padlet will be used for various assignments. For an introduction to using Padlet, click [here](#).

Usability and Design

The instructor is committed to creating a course that is inclusive in its design. If you encounter barriers, please inform the instructor immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. The instructor is open to considering creative solutions if they do not compromise the intent of the assessment or learning activity. Student feedback is always welcome as it will assist the instructor in improving the usability and experience for all students.

STUDENT LEARNING OUTCOMES

CM-110 Student Learning Outcomes (SLO)	CHamoru Studies Program Learning Outcomes (PLO)	Institutional Learning Outcomes (ILO)	Methods of Assessment
Identify in oral and written forms the major issues, themes, developments, and problems specific to CHamoru society in both past and present, and in the specific context of CHamoru Studies as an interdisciplinary, community-engaged academic discipline.	PLO1: Express ideas and analyses fluently and persuasively in both written and oral forms and in both the CHamoru and English languages.	ILO1: Mastery of critical thinking and problem solving	Discussion Forums, Community Meeting/ Event, Project Kotturan CHamoru, Learning Resource Project, Class Guåfak
		ILO3: Effective oral and written communication	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO7: An interest in personal development and life long learning	
	PLO2: Examine major cultural, historical, political, ecological, and literary themes, developments, and events in the Mariana Islands.	ILO1: Master of critical thinking and problem solving	Discussion Forums, Community Meeting/ Event, Project Kotturan CHamoru, Learning Resource Project, Class Guåfak
		ILO3: Effective oral and written communication	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO7: An interest in personal development and life long learning	
	PLO3: Evaluate relevant issues in CHamoru Studies within local and global contexts.	ILO1: Mastery of critical thinking and problem solving	Discussion Forums, Community Meeting/ Event, Project Kotturan CHamoru, Learning Resource Project, Class Guåfak
		ILO3: Effective oral and written communication	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO7: An interest in personal development and life long learning	
	PLO4: Create original and independent work including formulating and proposing a topic of	ILO1: Mastery of critical thinking and problem solving	Discussion Forums, Community Meeting/ Event, Project Kotturan CHamoru,
		ILO3: Effective oral and written communication	

CM-110 Student Learning Outcomes (SLO)	CHamoru Studies Program Learning Outcomes (PLO)	Institutional Learning Outcomes (ILO)	Methods of Assessment
	study, locating appropriate evidence, synthesizing information logically and orderly, and conveying findings clearly.	ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	Learning Resource Project, Class Guåfak
		ILO7: An interest in personal development and life long learning	
Locate issues specific to CHamoru Studies in larger regional and global contexts	PLO2: Examine major cultural, historical, political, ecological, and literary themes, developments, and events in the Mariana Islands.	ILO3: Effective oral and written communication	Discussion Forums, Community Meeting/ Event, and Learning Resource Project
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
	PLO3: Evaluate relevant issues in CHamoru Studies within local and global contexts.	ILO3: Effective oral and written communication	Discussion Forums, Community Meeting/ Event, and Learning Resource Project
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
	PLO4: Create original and independent work including formulating and proposing a topic of study, locating appropriate evidence, synthesizing	ILO3: Effective oral and written communication	Discussion Forums, Community Meeting/ Event, and Learning Resource Project
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO6: An appreciation of the arts and sciences	

CM-110 Student Learning Outcomes (SLO)	CHamoru Studies Program Learning Outcomes (PLO)	Institutional Learning Outcomes (ILO)	Methods of Assessment
	information logically and orderly, and conveying findings clearly.	ILO7: An interest in personal development and life long learning	
Use skills to engage in service learning directly related to the scope of CHamoru Studies.	PLO2: Examine major cultural, historical, political, ecological, and literary themes, developments, and events in the Mariana Islands.	ILO1: Master of critical thinking and problem solving	Service Learning Project
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO7: An interest in personal development and life long learning	
	PLO4: 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.	ILO1: Master of critical thinking and problem solving	Service Learning Project
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO7: An interest in personal development and life long learning	

COURSE REQUIREMENTS & EXPECTATIONS

A) Weekly Discussion Forums (120 points)	30%
B) Learning Resource Project (80 points)	20%
C) Service Project (80 points)	20%
D) Project Kotturan CHamoru (60 points)	15%
E) Online Community Meeting/Webinar/Event (40 points)	10%
F) Class Guåfak (20 points)	5%
TOTAL	100%

A) Weekly Discussion Forums (120 points, 30% of total grade)

- 1) Students will read/watch and annotate all assigned readings/videos—including video lectures, and engage in weekly online discussions (see course calendar for due dates) based on the assigned theme(s), reading(s), and video(s). Students will complete personal posts by responding to questions posed by the instructor. Personal posts should be relevant to and supported by the readings and should be 250 to 300 words in length. Sources should be cited. Students will also respond to two peers' personal posts (150 to 200 words per response). **(Moodle)**

B) Learning Resource Project (80 points, 20% of total grade) (Proposal: 10 points; Draft 1: 15 points; Final Draft: 25 points; Presentation: 20 points)

- 1) Students will create a learning resource based on one of the course themes or content (a political, social, or cultural issue covered in the course). The goal is to make the theme/content more accessible to other students/the community. The resource can be a song, a website, a poster, a game, a book, an infographic, etc. The project includes the following components: a one-paragraph proposal; Draft 1 of the resource; Final Draft of the resource; and a Presentation. Students will share their resource with the class and use electronic media for their presentations. The presentation should be 8-10 minutes long. **(Padlet/Moodle)**

C) Service Project (80 points, 20% of total grade)

- 1) Students will be participating in a service project with an organization/program whose mission and work are relevant to the course. Students will complete 10 hours of service and submit a log sheet with the dates/times and tasks completed, as well as a one-page reflection of their experience. Students residing in Guam will be given options for an organization/program with which to volunteer. It is each student's responsibility to contact their selected organization/program and communicate their interest and availability. Students residing beyond Guam or those unable to complete 10 in-person volunteer hours will work with the instructor to determine an alternate service project. **(Moodle)**

D) Project Kotturan CHamoru (60 points, 15% of total grade)

- 1) Students will select a CHamoru cultural practice that they are unfamiliar with and want to learn more about. They will research the practice and create a brief electronic presentation (4-5 slides) to share with the class. The presentation should include the significance of the practice and why they selected it, provide examples of practitioners who engage in the practice, and share their overall reflections on the practice. The presentation should be no more than 5 minutes long. Students are expected to provide feedback on two of their peers' presentations. **(Padlet)**

E) Online Community Meeting/Webinar/Event (20 points, 10% of total grade)

- 1) Students will attend virtually or watch one online meeting/webinar/event that is related to the course (e.g., a talk, forum, or meeting related to the CHamoru culture or CHamoru issues such as land rights, water issues, or political status). They must submit a one-page reflection on the meeting/webinar/event. (Questions to address: What was the purpose of the meeting/event? How does the meeting/event relate to the course? What were your' overall impressions and reflections?) For extra credit, students can virtually attend or watch a second event and write a second reflection paper. **(Moodle)**

F) Class Guåfak (20 points, 5% of total grade)

- 1) Students will create an original creative piece (poem, video, song, artwork, or 3D object) based on a course theme(s) and inspired by something they learned in the class. They will present the creative piece and briefly discuss the inspiration behind it. Presentations should be 3-5 minutes long. **(Padlet/Moodle)**

Grade points are assigned as follows:

Letter Grade	Percentage Value	Definition	
A+ A A-	100%-98% 97%-93% 92%-90%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
B+ B B-	89%-87% 86%-83% 82%-80%	Good	Solid accomplishment, indicating a substantial mastery of course material and a good command of skills required by the course.
C+ C	79%-77% 76%-70%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as a pre-requisite.

Letter Grade	Percentage Value	Definition	
D	69%-60%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as a pre-requisite.
F	59% and below	Failure	Inadequate to receive credits.

COURSE POLICIES

- 1. Participation and meaningful engagement in the class are vital.** Students are expected to complete readings, watch lectures, and participate and engage meaningfully in online discussions and activities.
- 2. Throughout this course, we must practice the following CHamoru values:**
 - 1. Inafa'maolek:** As Pacific scholar Teresia Teaiwa has reminded us, our classrooms can serve as metaphorical canoes where we as a class journey together through the course. We must work together using the reciprocal processes of teaching and learning to sail our canoe through our ocean of sharing and gathering knowledge.
 - 2. 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 at a specific date, do not submit after that date (unless prior arrangements were made).
 - 3. Hulat Maisa and Inagofli'e':** You are expected to participate in class activities and actively engage in discussions. 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 not speaking enough, contribute more.
 - 4. Responsibilidåt:** Throughout the semester, you will be expected to complete several assignments and tasks. Do your best to complete them in a timely manner, according to the specified deadlines. Please make use of lines of communication, including office hours and email. If you need help, let me know and I will do my best to support you.
- 3. Class and Online Course Protocol**
 1. Be mindful of yourself and of others.
 2. Be respectful when sharing and posting. Avoid using profanity and racist, sexist, and derogatory language. This kind of behavior will not be tolerated.
 3. Do not share peers' information and opinions beyond the context of this class.
 4. 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.

INSTRUCTOR'S NOTES

- 1. Since this is a CHamoru Studies course, we must consider:**
 1. The course will center on CHamoru perspectives on CHamoru issues.

2. Our role(s) and place in CHamoru lands. What is our relationship to these places we call home/are connected to?
 3. What are the politics and sociocultural dynamics of these islands and their peoples?
 4. What is our responsibility to CHamoru lands and peoples?
- 2. During this semester, there will be much discussion and sharing of opinions.** 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.
- 3. As this is a CHamoru Studies course, students are highly encouraged to use Fino' CHamoru throughout the course, including on the Moodle course page and for assignments.** Students are encouraged to practice their CHamoru language fluency and proficiency, and to support their peers in their language learning journey.

UNIVERSITY POLICIES

Student Evaluation of Teaching

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

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 (including AI) 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 (UOG Student Handbook, p. 49). Proper citations of all research resources (i.e., direct or indirect quotations, ideas, suggestions, charts or graphs, and paraphrases or summaries of all articles, books, or audio/visual material) are required for all assignments. Students are not permitted to submit the same work for more than one course unless approval is given by the instructors of the courses involved. Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course, the penalty for plagiarism is up to the instructor and based on the severity of the infraction-most common penalties are no credit for the assignment or failure in the course.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton 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)

AI/ChatGPT Policy

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 (See Plagiarism Statement above).

ADA Statement

The University of Guam (UOG) is committed to achieving equal opportunity and full participation of persons with disabilities by providing non-discriminatory access to its services and facilities through the ADA Office. The Mission of the ADA Office is to ensure non-discriminatory access to all benefits, privileges, opportunities and obligations to faculty, staff and community members with disabilities and to ensure a process for full compliance by UOG with the ADA of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended, taking into account the economic climate and multi-cultural diversity of the institution. The Enrollment Management & Student Success office provides reasonable accommodations for students in accordance with the UOG Policy and Procedure for student applicants with a disability. The ADA policy can be found on this website. 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.

ADA Accommodation Services

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2505/2460.

Additional Student Services

Additional student services are available from the following:

Student Behavioral & Wellness Counseling: (671) 735-2890 or ituraldev@triton.uog.edu; HSS103

Academic, Financial, & Career Advisement: Triton Advising Center (671) 735-2290 / (671) 588-1478 or tac@triton.uog.edu; EC202

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

Violence Against Women Prevention Program: vawpp@triton.uog.edu

Writing Center: For assistance with your writing assignments, contact the Writing Center at writingcenter@triton.uog.edu; EC204. Appointments can be made online: <https://sites.google.com/view/dealwritingcenter/>

Tobacco Free Campus

The University of Guam is a smoke-free campus. Smoking is prohibited at all times while on University property. For the health and safety of faculty and students please adhere to these regulations.

No Recording Policy

Recording of class lectures and other class activities/materials is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of courses may violate federal law.

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, and/or natural disasters, etc. Changes will be communicated to students and reflected on the course Moodle page.

COURSE SCHEDULE

*All Dates and Assignment Deadlines are in CHamoru Standard Time (CHST)

Date	Topic	Assignments & Material
Wed. January 22	Introduction & Course Set-Up	<ul style="list-style-type: none"> • Watch <ol style="list-style-type: none"> 1. Course Intro Videos (3) 2. “Fanohge CHamoru” (1:58) 3. “Gi Talo’ gi Halom Tasi” (3:27) • Syllabus Quiz • Class Introductions
Week 1 January 27-31	I Tinituhon	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. “Puntan and Fu’una” (A.P. Hattori, 2021) 2. “Pontan and Fo’na” (T.L. Perez, 2019) 3. Puntan Påtgon (T. Mendiola) • Watch <ol style="list-style-type: none"> 1. I Tinituhon Lecture 2. “I Tinituhon” (video following Hattori’s “Puntan & Fu’una” article) 3. “Maisa the Chamoru Girl Who Saves Guåhan” (35:18) • Listen <ol style="list-style-type: none"> 1. “Indigenous Storytelling—Lino Olopai” (32:05) • Discussion Forum <ul style="list-style-type: none"> • Personal Response due 01/31 • Peer Responses due 02/03
Week 2 February 3-7	CHamoru Worldviews, Values, & Practices	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. “Land Ownership in Guam” (M. Phillips, 1996) 2. “I Hinenggen Chamorro Yan I Salut Hinasso (J. Arriola, 2009) 1. Read Chapter 2 (pp. 18-30 only) 3. “Conversations with I Man-Aniti” (G. Cabrera & H. Tudela, 2006) 4. “Facts You Need to Know about Gathering Community Input” (G. Cabrera, C. Kaipat, K. Marsh-Taitano, & R. Perez, 2015) • Watch <ol style="list-style-type: none"> 1. CHamoru Worldviews, Values, & Practices Lecture 2. “Navigating Cultures” (10:12) 3. “Ancient Village Place Names” (16:39) • Discussion Forum <ul style="list-style-type: none"> • Personal Response due 02/07 • Peer Responses due 02/10

Date	Topic	Assignments & Material
Week 3 February 10-14	"Our Sea of Islands" – On Oceania	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. "Our Sea of Islands" (E. Hau'ofa, 1994) 2. Teaching Oceania (Vol. 6) • Watch <ol style="list-style-type: none"> 1. "Our Sea of Islands" – On Oceania Lecture 2. "Unrest Erupts Again in New Caledonia" (1:57) 3. New Caledonia Riots Reignite Debate" (6:26) 4. "West Papua Territory Unrest" (3:23) 5. "The Battle for West Papuan Independence" (2:00) 6. Nihili Kids Talk about West Papua (7:34) 7. "Like a Mighty Wave: A Maunakea Film" (15:19) 8. "Litekyan" (15:12) 9. Nihili Kids Talk to People from Pagan (10:37) 10. "Dear Matafele Peinem" (3:11) 11. "Kiribati and Climate Change" (12:26) • Discussion Forum <ul style="list-style-type: none"> • Personal Response due 02/14 • Peer Responses due 02/17
Week 4 February 17-21	Marianas History	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. "I Hinenggen Chamorro Yan I Salut Hinasso (J. Arriola, 2009) <p>1. Read Chapter 2 (pp. 16-18 only)</p> <ol style="list-style-type: none"> 2. "A Nation Divided" (Z.dé Ishtar) 3. "Historic Eras of Guam" (Guampedia) 4. "Micronesia Portal–CNMI" (Guampedia) • Watch <ol style="list-style-type: none"> 1. Marianas History Lecture 2. "The Prelatte and Latte Period" (19:21) 3. "The Fishing and Farming Tools" (16:57) • Discussion Forum <ul style="list-style-type: none"> • Personal Response due 02/21 • Peer Responses due 02/24
Week 5 February 24-28	Colonial History & Indigenous Rights	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. "Navy Blues" (A.P. Hattori, 2014) 2. "Richard P. Leary General Order Nos. 1-21" (Guampedia) 3. "The Reunification of the Marianas?" (T. Arriola, 2021) 4. "Guam–A Territory Like No Other" (Commission on Decolonization, 2021) • Watch <ol style="list-style-type: none"> 1. Colonial History & Indigenous Rights Lecture 2. "How the US Territory of Guam Became an American Colony" (10:53) 3. "Could the Community Decide Reunifying the Marianas?" (2:42) 4. "Decolonization 101: The Quest for Self-Governance" (31:28) • Discussion Forum <ul style="list-style-type: none"> • Personal Response due 02/28 • Peer Responses due 03/03

Date	Topic	Assignments & Material
Week 6 March 3-7	Fino' CHamoru	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. "Para Mānu Hit Mo'na" (K. G. Kuper, 2021) <ol style="list-style-type: none"> 1. Read "Introduction" (pp. 5-17 only) 2. "The Fight to Save CHamoru" (A. Hofschneider, 2020) 3. "English and Chamorro Language Policies" (M. Clement) • Watch <ol style="list-style-type: none"> 1. Fino' CHamoru Lecture 2. "Chamorro Place Names—Thomas Sholtz" (32:30) 3. Interview with Dr. Robert Underwood (15:06) 4. "Sesson na Sinangan Siha" (14:41) • Discussion Forum <ul style="list-style-type: none"> • Personal Response due 03/07 • Peer Responses due 03/10
Week 7 March 10-14	Militarization in the Marianas	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. "This Isn't Your Island" (C. Gelardi & S. Perez, 2019) 2. Micronesian Educator (Vol. 31, 2021) <ol style="list-style-type: none"> 1. Read "Guest Editors' Introduction" (pp. 2-6), "Securing Nature" (pp. 92-119), AND one additional article of your choosing 3. "Poison in Our Waters" (L. Camacho, 2013) • Watch <ol style="list-style-type: none"> 1. Militarization in the Marianas Lecture 2. "Tip of the Spear: how Mariana Islanders View Their Relationship with the US Military" (1:02:02) 3. "Navy Details Plans to Continue MITT" (2:57) 4. "The Destruction of Farallon de Medinilla" (1:11) • Discussion Forum <ul style="list-style-type: none"> • Personal Response due 03/14 • Peer Responses due 03/24
Week 8: Spring Break—No Classes/Assignments/Materials March 15–March 22		
Week 9 March 24-28	Militarization in the Pacific	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. Teaching Oceania (Vol. 1) <ol style="list-style-type: none"> 1. Read pp. 1-53 only • Watch <ol style="list-style-type: none"> 1. Militarization in the Pacific Lecture 2. "Troubling the American Lake" (1:35:45) • Discussion Forum <ul style="list-style-type: none"> • Personal Response due 03/28 • Peer Responses due 03/31 • Learning Resource Project Proposal due March 29 at 11:59PM

Date	Topic	Assignments & Material
Week 10 March 31-April 4	CHamoru Health	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. “Preserving the Traditional Healing Practices” (T. Lizama, 2013) 2. “Medicinal Plants and Traditional Knowledge in the NMI” (D. Nandwani et al.) • Watch <ol style="list-style-type: none"> 1. CHamoru Health Lecture 2. “The Medicine of the Ancient People” (18:06) 3. “Āmot CHamoru–Traditional Medicine for Changing Times in the Marianas” (13:11) • Listen <ol style="list-style-type: none"> 1. “Amot Chamorro” (30:55) • Discussion Forum <ul style="list-style-type: none"> • Personal Response due 04/04 • Peer Responses due 04/07
Week 11 April 7-11	CHamoru Education	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. “Acculturation in the Spanish Era” (V. Yamashita) 2. “Education during the US Naval Era” (R. A. Underwood) 3. “Education After WWII” (M. Auyong) 4. “Role of Education in the Preservation of Guam’s Indigenous Language” (P. C. Lujan) • Watch <ol style="list-style-type: none"> 1. “CHamoru Language Immersion” (1:36:25) • Discussion Forum <ul style="list-style-type: none"> • Personal Response due 04/14 • Learning Resource Project Draft 1 <ul style="list-style-type: none"> • Draft 1 due April 11 at 11:59PM • Peer Feedback due April 16 at 11:59PM
Week 12 April 14-18	CHamoru Arts & Media	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. “Gadao yan Otro Pinenta Siha” (M. L. Bevacqua) 2. “Contemporary Art” (Guampedia) 3. “Performance Arts” (Guampedia) 4. “Storyboard 20” • Watch <ol style="list-style-type: none"> 1. “Guam Chamorro Chant” (3:15) 2. “Kottura para Un Ratu” (1:20) 3. “Team Guåhan BNV” (3:58) 4. “2013–Brave New Voices–Guam Team” (3:37) 5. Nihi Indigenous Media (watch at least two videos) • Listen <ol style="list-style-type: none"> 1. At least one CHamoru Song • Discussion Forum <ul style="list-style-type: none"> • Personal Response due 04/18 • Peer Responses due 04/21

Date	Topic	Assignments & Material
Week 13 April 21-25	Virtual Field Trips/ Talk Story Sessions	<ul style="list-style-type: none"> • Watch <ol style="list-style-type: none"> 1. 3 videos from the following PBS University features: <ol style="list-style-type: none"> 1. “Historic Sites (w/CHamoru captions) and Archaeology of Guam and the Mariana Islands” 2. “Manâmkô’ to Manhoben” 2. 1 video from the Northern Marianas Humanities Council’s “Humanities Half Hour” Series • Discussion Forum <ul style="list-style-type: none"> • Personal Response due 04/25 • Peer Responses due 04/28
Week 14 April 28-May 2	Project Kotturan CHamoru Presentations	<ul style="list-style-type: none"> • Project Kotturan CHamoru Presentations <ul style="list-style-type: none"> • Presentation due May 2 at 11:59PM • Peer Responses due May 5 at 11:59PM
Week 15 May 5-9	Service Project	<ul style="list-style-type: none"> • Service Project <ul style="list-style-type: none"> • Log Sheets due May 9 at 11:59PM • Reflection due May 9 at 11:59PM
Week 16 May 12-16	Learning Resource Project	<ul style="list-style-type: none"> • Learning Resource Project: Final Draft <ul style="list-style-type: none"> • Final Draft of Learning Resource Project due May 16 at 11:59PM • Learning Resource Project Presentation due May 16 at 11:59PM • Learning Resource Project Presentation Peer Responses due May 19 at 11:59PM
Exam Week May 19-21	Class Guåfak	<ul style="list-style-type: none"> • Learning Resource Project: Final Draft <ul style="list-style-type: none"> • Final Draft of Learning Resource Project due May 16 at 11:59PM • Learning Resource Project Presentation due May 16 at 11:59PM • Learning Resource Project Presentation Peer Responses due May 19 at 11:59PM

Note: Schedule of topics, materials, and assignments is subject to change at the discretion of the instructor. Changes will be communicated to students and reflected on the course Moodle page.