

HI 211-02

THE HISTORY OF GUAM

Fãomnåkan '25

Instructor: Dr. Michael R. Clement

E-Mail: mclement@triton.uog.edu

Phone: [REDACTED]

Meeting Times: TTh 11-12:20

Class Location: HSS 302

Instructor's Office: HSS 312

Office Hours T 1:30-3:30, 4:30-5:30, W 1-3

Th 8:30-9:30

Course Description: This course presents an overview of key events, issues and historical figures that have shaped the history of the island of Guam. Readings, online forums and writing assignments are designed to develop broad and critical perspectives on Guam's past.

Course Moodle Page: Course readings and most information for this class regarding assignments and deadlines will be available on the course Moodle Page: The enrollment key is:

[REDACTED]	[REDACTED]
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COMPONENTS OF THE GRADE

Exams (40 percent: 1@ 10 percent, 2 @)15 percent each) There are three exams in this course. The exams test your knowledge of key terms and concepts covered in course readings and class lectures.

Moodle posts, class work and writing assignments (50 percent): Throughout the semester, you will have various assignments that will be weighted according to the length of the reading and writing requirements. These assignments are designed to build basic knowledge of Guam history as well as a historiographical perspective necessary to critically evaluate historical writings.

Critical Review Essay (10 percent) Throughout the semester, your Moodle posts consisting of short reflections on historical writings require you to utilize various methods of historical and historiographical analysis. These exercises culminate in a critical review of a scholarly article assigned by your instructor.

Attendance and Participation: Attendance will be monitored daily. Come to class on time having completed all assigned readings and writing assignments and remain in class for the

entire period. During class, you should be focused on the class lecture or activity. If you are unable to attend a class, you must make arrangements with the instructor prior to the class meeting. You will not be able to make up points for in class assignments and quizzes.

NOTE: EMPLOYMENT IS NOT AN ACCEPTABLE EXCUSE FOR MISSING CLASS.

Excused Absences: If you have a legitimate medical or family emergency, provide official documentation so that you will not be penalized. Class work cannot be made up, but alternate assignments may be given. You will still be responsible for any information that you miss during your absence, so it is important to keep in contact with the instructor. If you have a legitimate excuse for missing an exam or presentation date, alert the instructor as soon as possible and arrange to make up the assignment.

Late Work Policy: Late Moodle posts will be accepted but penalized up to 50%.

Extra Credit: You can earn up to 8 points extra credit in this class. Details about extra credit opportunities will be provided on the course Moodle Page.

Grading Scale:	A+	98 and up	B-	80-82
	A	94-97	C+	76-79
	A-	90-93	C	70-75
	B+	87-89	D	60-69
	B	83-86	F	Below 60

Plagiarism: Plagiarism is “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 engaged in the selling of term papers or other academic materials.” (2004 UOG Student Handbook) Students who are found guilty of plagiarism will receive an F (0%) for the assignment and possibly a hearing with the student discipline committee.

General Education: HI 211 can be taken to fulfil either the “Cultural Perspectives” or the “Uniquely UOG” category of UOG Tier II Undergraduate General Education requirements.

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;
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 and philosophies.	1, 2	1, 3, 4, 5, 6, 7	Exams, Essays, Presentation
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 the efforts toward decolonization;	1, 2	1, 3, 4, 5, 6, 7	Exams, Essays, Presentation
3. To demonstrate an ability to read, interpret, and evaluate primary and secondary historical sources.	1, 2, 4	1, 3, 4, 5, 6, 7	Exams, Essays, Presentation
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	Exams, Essays, Presentation

ADA Statement

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 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 Sallie S. Sablan, DSS counselor in the School of Education, office 110.

disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

Netiquette for Moodle Forums

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- > Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
 - > Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
 - > Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
 - > Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
 - > Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling and avoid using text messaging shortcuts.

GUIDELINES FOR CRITICAL REVIEW ESSAYS

Reviewing any historical representation entails not only summarizing its contents and themes, but also analyzing relevant historical and historiographical issues. A good reviewer aspires to find a balance between these multiple objectives.

The logistical requirements:

- Include the full bibliographic citation: author's full name, title of the work, publisher and location, date, and page numbers. Papers without full citation will be penalized 1 point.
- 3.5-4.5 pages – Papers under 3 pages will be penalized 2 points. Papers over 5 pages will be penalized 1 point.
- Typed, double-spaced, Times New Roman 12 pt. font or equivalent.

The body of your essay will consist of three parts: the summary, the historical analysis, and the historiographical analysis.

The 10 points are divided as follows:

6 points – SUMMARY: What is each article about?

2 points: Context: Include background information on the reading – Who is the author? when, where, and why was it written?.

2 points: Thesis: What is the main argument of the reading(s)?

2 points: Main points: What are the main points used by the author to illustrate the thesis?

2 points – HISTORICAL ANALYSIS:

What is the historical significance of the reading? Do the articles contain information that is historically important/relevant, informative, accurate, and or complete?

2 points – HISTORIOGRAPHICAL ANALYSIS:

Evaluate the author, his/her use of sources, the specific historical events and actors highlighted, the choice of issues and events around which the writing is focused, and the specific viewpoint. How do the readings replicate (agree with) or challenge dominant historical narratives or interpretations?

WRITING PROFICIENCY: A well-written essay is logically organized and understandable.
[Tip: Run a spell-check and grammar-check and read your paper out loud.] **If you submit a disorganized or grammatically sloppy paper, 1 point will be deducted from your grade.**

History of Guam
TENTATIVE SCHEDULE:
CHECK THE COURSE MOODLE PAGE FOR UPDATES

1/23 Syllabus and introductions
1/28 Lecture: Ginen Manu I Mañamoru?
1/30 Lecture: Latte Era Culture
2/4 Lecture: Latte Era Culture
2/6 Contact and transition
2/11 Blessed Diego de Sanvitores
2/13 Wars of Colonization and Conversion
2/18 Wars of Colonization and Conversion
2/20 **Test 1**
2/25 The long 18th Century
2/27 The Long 18th Century
3/4 The Long 18th Century
3/6 NO CLASS – Charter Day
3/11 19th Century Transformation
3/13 19th Century Transformation
3/18 SPRING BREAK
3/20 SPRING BREAK
3/25 Kostumbren Chamorro
3/27 The American Naval Era
4/1 The American Naval Era
4/3 **Test 2** and prelude to War
4/8 WWII
4/10 WWII
4/15 WWII
4/17 Return to Naval Rule and the “Walkout”
4/22 Postwar Guam Structural Transformation

4/24 "Guamanian Guam"
4/29 Vietnam Era
5/1 Political Development
5/6 Review Essay Presentations
5/8 Review Essay Presentations
5/13 Contemporary Guam
5/15 Contemporary Guam
5/19-21 TBA FINAL EXAM WEEK