



HI-211-03 HISTORY OF GUAM

COURSE SYLLABUS & CALENDAR

SECTION INFORMATION

Section: -03

Class Days/Time:

Monday/Wednesday | 12:30PM-1:50PM

Delivery Method: Face to Face, HSS 302

Credit: 3.0

Prerequisites: None

Moodle Enrollment Key: 

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:

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

COURSE DESCRIPTION

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.

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.

Moodle and Other Platforms

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. Occasionally in class, you will need to have a device in hand with which you can access Moodle. I will let you know when this is necessary.

Students will also need access to a computer or other electronic device with a reliable internet connection for the successful completion of this course. Students will use word processing software as well as other free online platforms to complete assignments.

Course Delivery and Technical Assistance

Course content will be delivered in the face-to-face classroom. 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.

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

HI-211 Student Learning Outcomes (SLO)	History Program Learning Outcomes (PLO)	Institutional Learning Outcomes (ILO)	Methods of Assessment
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, & value systems/philosophies.	PLO1: To be knowledgeable of major historical themes, developments, and events.	ILO1: Mastery of critical thinking and problem solving	Tests, Quizzes, Essays, Presentations
		ILO3: Effective oral and written communication	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
	PLO2: To read, interpret, and evaluate historical evidence carefully and analytically;	ILO1: Master of critical thinking and problem solving	Tests, Quizzes, Essays, Presentations
		ILO3: Effective oral and written communication	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	

HI-211 Student Learning Outcomes (SLO)	History Program Learning Outcomes (PLO)	Institutional Learning Outcomes (ILO)	Methods of Assessment
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.	PLO1: To be knowledgeable of major historical themes, developments, and events.	ILO1: Mastery of critical thinking and problem solving	Tests, Quizzes, Essays, Presentations
		ILO3: Effective oral and written communication	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
	PLO2: To read, interpret, and evaluate historical evidence carefully and analytically;	ILO1: Mastery of critical thinking and problem solving	Tests, Quizzes, Essays, Presentations
		ILO3: Effective oral and written communication	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
	PLO1: To be knowledgeable of major historical themes, developments, and events.	ILO1: Mastery of critical thinking and problem solving	Tests, Quizzes, Essays, Presentations
		ILO3: Effective oral and written communication	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	

HI-211 Student Learning Outcomes (SLO)	History Program Learning Outcomes (PLO)	Institutional Learning Outcomes (ILO)	Methods of Assessment
To demonstrate an ability to read, interpret, and evaluate primary and secondary historical sources.		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
	PLO2: To read, interpret, and evaluate historical evidence carefully and analytically;	ILO1: Master of critical thinking and problem solving	Tests, Quizzes, Essays, Presentations
		ILO3: Effective oral and written communication	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
	PLO4: To express their historical analyses clearly and persuasively both in written and oral forms.	ILO1: Master of critical thinking and problem solving	Tests, Quizzes, Essays, Presentations
		ILO3: Effective oral and written communication	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
	PLO1: To be knowledgeable of major historical themes, developments, and events.	ILO1: Master of critical thinking and problem solving	Tests, Quizzes, Essays, Presentations
		ILO3: Effective oral and written communication	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO6: An appreciation of the arts and sciences	

HI-211 Student Learning Outcomes (SLO)	History Program Learning Outcomes (PLO)	Institutional Learning Outcomes (ILO)	Methods of Assessment
To demonstrate an ability to express historical and historiographic analyses in oral and written forms.	PLO2: To read, interpret, and evaluate historical evidence carefully and analytically;	ILO7: An interest in personal development and life long learning	Tests, Quizzes, Essays, Presentations
		ILO1: Master of critical thinking and problem solving	
		ILO3: Effective oral and written communication	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
	PLO4: To express their historical analyses clearly and persuasively both in written and oral forms.	ILO1: Master of critical thinking and problem solving	Tests, Quizzes, Essays, Presentations
		ILO3: Effective oral and written communication	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	

COURSE REQUIREMENTS & EXPECTATIONS

Grade Breakdown

A) 2 Exams: Midterm and Final (2 x 25 points)	50 points
B) 3 Essay Assignments (3, 4, 8 points)	15 points
C) In-Class Quizzes/Participation/Attendance (15 points)	15 points
D) Fieldwork Group Presentation (1x 10 points)	10 points
E) Oral History Essay (1 x 10 points)	10 points
TOTAL:	100 points

A) Two (2) Exams (2 x 25 points = 50 points total, 50% of your grade)

- 1) The two exams—a Midterm and a Final—will be administered via 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 and short answer questions.
- 2) Each of the exams is worth 25 points, distributed as follows:
 - a) 15 points on Lecture notes and presentations: 45 Multiple choice questions ($\frac{1}{3}$ point each) from lectures and presentations, measuring factual knowledge as well as both historical and historiographical analyses
 - b) 5 points: 1 Essay question that asks you to summarize and analyze historiographically an assigned reading
 - c) 5 points: 1 Essay question that asks you to cite lecture notes and course readings to describe, analyze, and discuss the histories and historiographies of a specific episode from our past

B) Three (3) Essay Assignments (3+4+8 points = 15 points, 15% of your grade)

- 1) **Papers are DUE by 12:15PM on the day they will be discussed in class, with a 30% penalty for late submissions. Papers must be submitted via Moodle.**
- 2) There are three essay assignments. Each one builds upon the previous in terms of both content requirements and points allocated.
 - a) **Essay 1 (3 points):** Topic, Contexts (reading and author), AND Thesis (main point); approximately 1 good paragraph (4-5 sentences, ~1/2 page double-spaced)
 - i) Options: Ansaldo (**due Wed., Feb. 26, 12:15PM**) or Hurao (**due Wed., Mar. 5, 12:15PM**)
 - b) **Essay 2 (4 points):** Topic, Contexts (reading and author), Thesis (main point), AND Summary; roughly 2-3 full paragraphs in length (~1 to 1 $\frac{1}{2}$ page double-spaced)
 - i) Options: Navy Era set (Petition & Tomas Calvo Anderson Speech) (**due Mon., Apr. 7, 12:15PM**) or WWII reading set (**due Wed., Apr. 16, 12:15PM**)
 - c) **Essay 3 (8 points):** Topic, Contexts (reading and author), Thesis (main point), Summary, as well as Historical and Historiographical Analyses; ~2 pages double-spaced
 - i) Options: Souder and Blaz (**due Mon., May 5, 12:15PM**) or Crisostomo (**due Mon. May 12, 12:15PM**)
- 3) **Essay Components**
 - a) **Topic:** What is the primary subject matter, including the place and time? [example: This reading is about latte stones in Guam in the 1600s.]
 - b) **Contexts:** You will need to provide 2 contexts that do not necessarily need to be lengthy:

- i) **Author context:** Basic biographical information that identifies the source of information [example: The author is a Spanish priest who visited Guam in the 1600s and wrote to describe his experiences.]
- ii) **Reading context:** What type of document is this and when/where was it written/published? Over the course of the semester, you will read a wide variety of documents, including poems, song lyrics, battle speeches, newspaper articles, and academic essays. [example: The reading is a research essay published in the Journal of Pacific History in 1997.]
- c) 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?
- d) Summary:** What specific evidence does the author provide to demonstrate his/her thesis? Do not include information that is not relevant to the thesis. Many readings provide background information to get readers familiar with the topic, but this type of information is typically not a key part of the thesis evidence.
- e) 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? What kinds of information provided by the author should be known to people with an interest in Marianas history? That is, would you encourage someone to read this, and why or why not?
- f) 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/Participation/Attendance (15 points, 15% of your grade)

- 1) 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; absences will result in zero points.**

D) Fieldwork (FW) Group Presentation (10 points, 10% of your grade)

- 1) As part of a group, you will present to the class a summary and analysis of one historical landmark or monument.
- 2) 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; and 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.

- 3) You will receive extra credit for including a photo with each of the group members present at the site.

4) Fieldwork Presentation Options: (Presentation Date: Fieldwork Site)

1. **Wednesday, March 5:** San Vitores Memorial (near Nana's Café/Reef Hotel, call Reef security for appointment)
2. **Monday, March 24:** Plaza de España, Hagåtña: (Azotea & Chocolate House)
3. **Monday, April 7:** Guam Institute/Lujan House, Hagåtña (focus on Guam Institute aspect)
4. **Monday, April 14:** Insular Force Guard Memorial, Hagåtña
5. **Monday, April 21:** Merizo Martyrs Memorial (Fåha & Tinta Memorial in front of Malesso' Church)
6. **Monday, April 21:** Chagui'an Massacre, Yigo (call Yigo mayor to secure access)
7. **Monday, April 28:** Sumay Cemetery/Village (Requires base access/Contact Joint Region Marianas Access Plan Coordinator: jrm.apc@us.navy.mil or (671) 349-1240)

5) Fieldwork Presentation Grading

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. Summarize the historic site based on information provided at the location itself. 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>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>	<p>You will be graded on:</p> <ol style="list-style-type: none"> 1. Accuracy 2. Organization 3. Thoroughness (addressing the specifics in your particular segment of the presentation) 4. Sources <p>6 Points</p>
<p>First Draft</p>	<p>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.</p>	<p>1 Point</p>

Fieldwork Presentation Grading (10 points)		
Final Draft	By 8 am on the day of your presentation, the final version is due via Google Slides so that I can prepare for class. I cannot guarantee that late work will be included during the presentation.	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, 10% of your grade) DUE WEDNESDAY, MAY 7, 2025

- 6) Submit a 2-page, typewritten, double-spaced essay that summarizes an interview of one CHamoru who is more than 70 years.
 - a) The person may reside in the Northern Marianas, or other off-island locales.
 - b) Make an honest effort to find someone, but if you absolutely cannot locate an elder CHamoru, see me to discuss other options.
- 7) **THIS IS NOT INTENDED TO BE A WORLD WAR II INTERVIEW. TRY TO AVOID THE TOPIC OF WAR IF POSSIBLE.** Instead, for your interview, discuss some aspects of daily life.
- 8) **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. You should adjust the questions to fit the person you are interviewing. For example, if the person is an avid fisherperson, ask where they went fishing, what methods were used, what kinds of fish were caught, who went, how did they learn to fish, etc.**
 - 1) Name, Age, Date of Birth, Childhood Village, Present Village
 - 2) Going back to your earliest memories, can you describe a typical day in your life as a child?
 - 3) Describe your family – your parents, grandparents, brothers and sisters.
 - 4) Who lived in the house?
 - 5) What chores did you do? What were your brothers' and sisters' chores?
 - 6) Where did you go to school and what do you remember about it?
 - 7) What are some of your happiest memories from childhood?
 - 8) What kinds of things did you do for fun and who did you play with?
 - 9) What would you want young people today to know and understand about what the island was like in your childhood years?

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.
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. **Attendance, participation, and meaningful engagement in class are vital.** Students are expected to come to class well-prepared and ready to participate and engage in class discussions and activities. **Five (5) unexcused absences constitute grounds for failure of the course.** Students are required to remain in class for the *entire* period.
2. All technological and electrical devices (such as laptop computers, tape recorders, digital voice recorders, cellular phones, and laptop computers [unless otherwise stated] are prohibited in the classroom, except when explicitly stated otherwise. Taking photos of PowerPoint slides is not permitted. Laptops are only permitted during presentations or with the permission of the instructor. If there is a need to have any other devices on hand, please consult the instructor.

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 meetings 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

Date	Topic	Assignments & Material
Wed. January 22	Syllabus & Course Overview	
Week 1		
Mon. January 27	Lecture 1: History and Historiography	• Complete Student Bio-Data Form
Wed. January 29	Lecture 2: Historiography and the Latte	Required Reading 1. CT Perez, "As I Turn the Pages"
Week 2		
Mon. February 3	Lecture 3: Håle' CHamoru	• Sign-Up for Fieldwork Group Presentation
Wed. February 5	Lecture 4: Kotturan CHamoru	Recommended Readings 1. Vilar, et al., "The Origins and Genetic Distinctiveness of the Chamorros of the Marianas Islands: An mtDNA Perspective"
Week 3		
Mon. February 10	Lecture 5: Politics and Power	
Wed. February 12	Lecture 6: Slingstones and Sacred Bones	
Week 4		
Mon. February 17	In-Class Graded Discussion of Readings	Required Reading 1. Fray Juan Pobre in the Marianas or Quimby, "The Matao Iron Trade"
Wed. February 19	Lecture 7: Introducing the 3 Gs	
Week 5		
Mon. February 24	Lecture 8: Glory and Gold: Focus on Magellan	Required Reading 1. Pigafetta, San Martin
Wed. February 26	Lecture 9: Missionary Mania	• Required Reading 1. Ansaldo & Le Gobien • Essay 1, Option A (DUE 12:15PM): Ansaldo

Date	Topic	Assignments & Material
Week 6		
Mon. March 3	CHamoru Heritage & Culture Day (No Classes)	
Wed. March 5	Lecture 10: Peace and War	<ul style="list-style-type: none"> • Required Reading <ol style="list-style-type: none"> 1. Hurao and Agualin Speeches • Essay 1, Option B (DUE 12:15PM): Hurao's speech • Fieldwork Presentation: San Vitores Memorial
Week 7		
Mon. March 10	Lecture 11: Survivor Marianas	
Wed. March 12	Lecture 12: Kostumbren CHamoru	Recommended Reading <ol style="list-style-type: none"> 1. Underwood, "Hispanicization as a Socio-Historical Process on Guam"
Week 8: Spring Break—No Classes March 15–March 22		
Week 9		
Mon. March 24	Study Session for Midterm Exam	<ul style="list-style-type: none"> • Fieldwork Presentation: Plaza de España
Wed. March 26	Midterm Exam	
Week 10		
Mon. March 31	Lecture 13: Splendid Little War	
Wed. April 2	Lecture 14: Navy Blues: Politics and the USN	
Week 11		
Mon. April 7	Lecture 15: Americanization in the Pre-war Era	<ul style="list-style-type: none"> • Required Readings <ol style="list-style-type: none"> 1. Petition of 1901 2. Speech of Tomas Calvo Anderson • Essay 2, Option A (DUE 12:15PM): Navy era readings: (Petition of 1901, Speech of Tomas Calvo Anderson) • Fieldwork Presentation: Guam Institute/Lujan House
Wed. April 9	Lecture 16: "They Were Treated Like Animals in a Parade": Leprosy in Guam	

Date	Topic	Assignments & Material
Week 12		
Mon. April 14	Lecture 17: Nan'yō-chō: Japan & Micronesia	<ul style="list-style-type: none"> • Recommended Reading <ol style="list-style-type: none"> 1. Farrell, "Japan Established the Nanyo-cho, The South Seas Government" • Fieldwork Presentation: Insular Force Guard Memorial
Wed. April 16	Lecture 18: Remembering the "War"	<ul style="list-style-type: none"> • Required Readings <ol style="list-style-type: none"> 1. World War II reading set • Essay 2, Option B (DUE 12:15PM): World War II reading set
Week 13		
Mon. April 21	Lecture 19: Liberating Guam	<ul style="list-style-type: none"> • Fieldwork Presentation: Merizo Martyrs Memorial • Fieldwork Presentation: Chagui'an Massacre Memorial
Wed. April 23	Lecture 20: Deliberating Liberation	
Week 14		
Mon. April 28	Lecture 21: Militarization in Micronesia	<ul style="list-style-type: none"> • Fieldwork Presentation: Sumay Cemetery/Village
Wed. April 30	Radio Bikini	
Week 15		
Mon. May 5	Lecture 22: Karen and Kennedy	<ul style="list-style-type: none"> • Required Reading <ol style="list-style-type: none"> 1. Souder, "Psyche Under Siege" 2. Blaz, "Chamorros Yearn for Freedom" • Essay 3, Option A (DUE 12:15PM): Souder, "Psyche Under Siege" AND Blaz, "Chamorros Yearn for Freedom"
Wed. May 7	Lecture 23: Nationalism & Self-Determination	<ul style="list-style-type: none"> • Required Reading <ol style="list-style-type: none"> 1. Murphy Columns & Song Lyrics • Oral History Essay Due
Week 16		
Mon. May 12	Lecture 24: Envisioning Guam's Cultural, Economic, and Political Futures	<ul style="list-style-type: none"> • Required Reading <ol style="list-style-type: none"> 1. Crisostomo, "Strategic Guam" • Essay 3, Option B (DUE 12:15PM): Crisostomo, "Strategic Guam"
Wed. May 14	Final Exam Review	
Exam Week		
May 19-21	Final Exam	Final Exam Date & Time TBA

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.