

MSP

3 Credits

MI 502 (1):

Dr. Carlos Madrid

History of Micronesia

Fa'nomnåkan 2025



COURSE DESCRIPTION

Students in this course survey history of the Micronesian region from ancient times to present. We will review the recent historiography, explore the existing debates and perspectives on the history of the region and its sources, both indigenous and Western. The course will focus on the following areas: **Palau, the Federated States of Micronesia, the Marshall Islands, and Kosrae**, with additional commentary provided on the Mariana Islands. For each area, the course will explore key aspects, including:

- Early settlement and migration patterns.
- Fundamental notions of culture, language, and societal structures.
- Historical interactions between these areas and with the wider world.
- Periods of colonization and their impacts.
- Experiences during World War II and its aftermath.
- The nuclear testing era and its consequences.
- Developments from the Trust Territory period to the present day.

This comprehensive approach, which benefits from previous courses taught by Dr. Anne Perez Hattori, will provide students with a thorough understanding of the region's historical, cultural, and geopolitical evolution.

Student Learning Outcomes	Learning Objectives Linked to: Program Learning Outcomes Inst. Learning Outcomes		Method of Assessment
Identify the basic geographic features of the Micronesian archipelagoes, with emphasis in its ethnic diversity, cultures and languages.	To be knowledgeable of major historical themes, developments, and events, and the places associated to them.	<ul style="list-style-type: none"> • Understanding of theoretical issues important for analyzing Micronesian histories, and for understanding the region from wider cross-cultural perspective 	<ul style="list-style-type: none"> -Quizzes -Exams with objective, short answer questions. -Exams with essay type questions -Games
Demonstrate the ability to communicate historical knowledge, interpretations, and arguments in a logical and clear manner.	Mastery of the understanding of and the ability to identify, analyze, discuss and write about the diverse historical encounters of missionization, colonialism, militarism, economic development, and disputes over political and cultural sovereignty and identity that have faced Micronesia	<ul style="list-style-type: none"> •Mastery of critical thinking and problem solving •Effective oral and written communication • Acquire wider bibliographic knowledge about the scholarly resources available for Micronesian studies. 	<ul style="list-style-type: none"> -Final essay assignment -Exams with objective, short answer questions. -Exams with essay type questions -Participation in course's forum
Exhibit an understanding of the political, geographical and cultural aspects of history of the Micronesian region.	To express their historical analyses clearly and persuasively both in written and oral forms.	<ul style="list-style-type: none"> • Improve critical reading and analytic writing skills through reviews of scholarly monographs on History of Micronesia 	<ul style="list-style-type: none"> -Class participation in debates -Exams with objective, short answer questions. -Exams with essay type questions

INSTRUCTOR INFORMATION



Dr. Carlos Madrid Álvarez-Piñer
Office:

MARC215
Office: 735-2156

Office Hours:

M., Tues: 11-15

Division Office: 735-2151
or by appointment
E-mail: madridc@triton.uog.edu

CLASS MEETINGS

5:30PM-8:20PM

Location: UOG, For Weds, CLASS 306
For Monday class, MARC Conf. Room, 2nd
Floor.

COURSE READINGS/MATERIALS

This course requires no textbooks for purchase. Copies of all required readings and listed recommended readings will be made available as PDF files to students via Moodle at the beginning of the semester, for educational purposes only and in the understanding that they cannot to be shared with third parties. It is recommended that you download and save personal copies of the readings, if you wish to have access to them after the course ends, or in the event that UOG Moodle site cannot be accessed during the semester.

Reference book I: Francis X. Hezel, *The First Taint of Civilization: A History of the Caroline and Marshall Islands in Pre-Colonial Days, 1521-1885*. Honolulu: UH Press, 1983.

Reference Book II: Francis X. Hezel, *Strangers in their Own Land: A Century of*

Colonial Rule in the Caroline and the Marshall Islands, Honolulu: UH Press, 1995.

Additional Readings: Collection of essays, book chapters, and primary source documents in PDF files supplied by the instructor.

TECHNICAL REQUIREMENTS FOR COURSE

You should be familiar with the following computer skills:

- Sending/receiving email, with or without attachments
- Using a web browser
- Finding resources through search engines (Google, Bing, etc.)
- Using a word processing, presentation software, or other productivity applications

INSTRUCTIONAL METHODS

The course will be based in class lectures, group discussions and class presentations, private instruction, studio instruction, values clarification, use of Moodle resources.

Each student will select one area of Micronesia, and study its different historic aspects throughout the course, presenting its progress to the rest of the class.

"Micronesian history, like its seas, is fluid, dynamically subtle and inherently complex, with its own undercurrents."

— Gonzaga Puas, *The Federated States of Micronesia's Engagement with the Outside World*. 2021.



In foreground from left, President Peter Christian, of the Federated States of Micronesia; President Tommy Remengesau Jr., of Palau; and President Hilda Heine of the Marshall Islands make their way to the Council of Chiefs office for the Micronesia Presidents' Summit in Palau, 2016.

COURSE POLICIES

The policies that guide this class are rooted in an expectation of RESPECT. Our classroom is an investigational space: we're all learning, and this requires that we ask questions, try out new ideas, take risks, FAIL, and come to new insights individually and together. You are encouraged to experiment with your ideas, with your writing, and with your citizenship as part of our classroom community. You are expected, also, to offer patience, attention, and respect to your classmates as they test new ideas.

Academic Integrity

Refer to the policy in the current *Student Handbook* available from Student Affairs. Any evidence of cheating or plagiarism will result in automatic failure for the course. Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. It includes copying the writings of others with or without their knowledge. Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker.

Recording of online 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 online courses may violate federal law.

Late Work & Revision

Homework and assignments can be submitted late, but they will be considered as such and graded accordingly. You may be encouraged to revise the text in order to confirm the grade received.

Instructor Response Time

Under normal circumstances, I answer a direct contact such as email within 24 hours, and graded material no longer than a week after submission.

SUPPORT SERVICES

If you are having any problems or difficulties with the course, please feel free to see me either during office hours, or preferably make a special appointment by email.

Virtual Classroom Interaction

Whenever there may have classes via Zoom, students are expected to turn on their video when speaking, and preferably for the duration of the class. Microphone should be off during the class, except when participating in a discussion. Written comments in chat boxes are allowed, but in preparation to a later discussion by the student. Feel free to ask questions or offer comments at any time during the class sessions. Active course participation is expected and will be positively evaluated.

RFK and MARC Libraries

Both libraries have an online catalog available online and a helpdesk to assist students with library research.

Disabilities Services

ADA Policy and Commitment to Student Learning

The University is committed to maintaining the campus community as a place of work and study for faculty, staff and students, free of all forms of discrimination and harassment. If you experience harassment or discrimination, then you should report it immediately to the EEO/ADA & Title IX Office, Institutional Compliance Officer (671) 735-2244 located in Dorm 1. For immediate assistance in an emergency call 911.

ADA Accommodation Services

If you are a student with a disability who will require accommodation(s) to participate in this course, please contact the Student Counseling and Advising Service Accommodations office to discuss your specific accommodation needs confidentially. I will receive notification of your approved accommodation(s) from the SCAS Accommodations office. If you are not registered, you should do so immediately at the Student Center, Rotunda office #4, ph/(TTY): 671-735-2460, to coordinate your accommodation request.

EVALUATION POLICIES

I use the following grade scale:

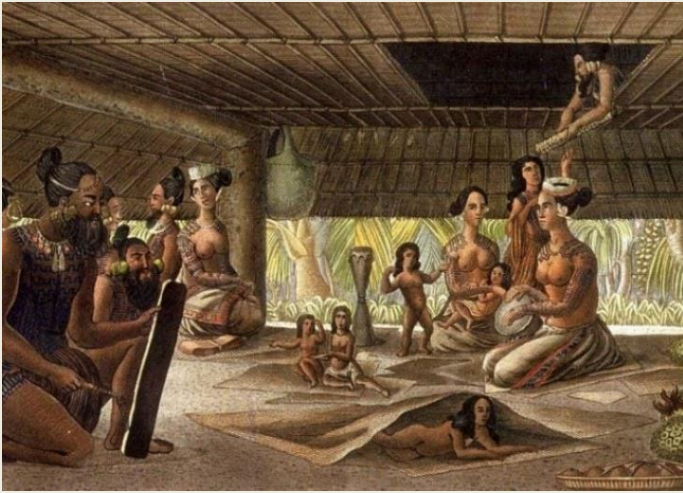
90-100 = A (outstanding);
80-89 = B (excellent);
70-79 = C (above average);
60-69 = D (average);
59 and below = F (failing)

Course Grading Procedure

Exam 1	20%
Book reviews	20%
Class Participation	20%
Essay	40%

Each exam will use this format:

Part 1: Short Identifications	5 pts.
Part 2: Long response	5 pts.
Total	10 pts.



link in the left sidebar menu in our Moodle. All the assignments and their due dates are listed. If I left comments, there will be a Comments link.

EXPECTATION OF STUDENT EFFORT

Example: Students should expect to spend 5-10 hours per week on this class. If you need extra time on any assignment, do not hesitate to let me know. Extensions may be granted, but I expect to be informed in advance if you are not able to submit your assignment on time.

How to check your grade:

To check your grades for assignments and find comments from me, click on the Grades

TITLE IX PROTECTION

University of Guam have clearly stated that discrimination, harassment and violence will not be tolerated anywhere on campus. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must report to the corresponding university authority the basic facts of the incident.

COURSE SCHEDULE

Week 1: Jan 22

Syllabus Review, Course Introductions, History & Historiography.

On the first day, we will review the syllabus and introduce ourselves to the class.

We will then there will be a lecture on history and historiography that provides you with some of the historiographical vocabulary and theoretical concepts that we will regularly encounter and employ this semester.

Week 2: Jan 27/29

History and Historiography: Representing Micronesia

We will start class by exploring the assigned readings, which build on the concepts introduced in the "History and Historiography" lecture. For your essays, choose one of the readings to summarize and analyze, focusing on the historiographical issues it raises—both those clearly stated and those implied within the text.

These include questions of:

- General approach: Political/military, cultural, economic, religious, other
- Race or nation: insider vs. outsider interpretation; Eurocentric vs. islander-centered

- Class: ruling elites, chiefly class, commoners
- Gender: male-centered (androcentric), female-centered (gynocentric), neither
- Culture: the particular values, norms, beliefs, and lifestyle of a society

Option A:

1. Epeli Hau'ofa, "Our Sea of Islands." *The Contemporary Pacific* 6:1, 1994, pp. 147-161.
2. Paul Callaghan, *Flight of the Dudek*, 2012, chapters 1-3, pp. 1-115.

Option B:

1. Epeli Hau'ofa, "Our Sea of Islands." *The Contemporary Pacific* 6:1, 1994, pp. 147-161.
2. David Hanlon, "The 'Sea of little lands. Examining Micronesia's place in 'Our sea of islands'". In *The Contemporary Pacific*. 2009.

Week 3: Feb 3-5

History In the Islands: Myjolyne Kim and Micronesian Histories

We explore the M.A. thesis of Chuukese scholar and doctoral candidate **Myjolyne Kim**, examining both the history it presents and the historiographical questions it raises. The themes of Chuuk, masculinity, and violence remain deeply relevant, making this discussion particularly timely.

Myjolyne Kim holds an M.A. from the Center for Pacific Islands Studies at the University of Hawaii-Manoa (2007) and a B.A. from Mount Mary University in Milwaukee, Wisconsin (2004). She is a PhD candidate in Pacific History at the Department of Pacific Affairs, Coral Bell School of Asia Pacific Affairs. A native of Chuuk in the Federated States of Micronesia, her current research, *From Silent to Salient: Re-engaging Local Stories of Chuukese Women*, employs indigenous stories, languages, and methodologies to reframe Chuuk's history through a gender-inclusive lens. Her work emphasizes the importance of including Chuukese women in leadership, decision-making, and public policy.

As we engage with her thesis, consider not only the historical insights it provides but also its innovative approach to storytelling and historiography. Be ready to discuss how it challenges conventional narratives and highlights the role of indigenous perspectives in shaping history.

Assigned reading: Myjolyne Marie Kim, *Combatting 'Dreaded Hogoleu:' Re-Centering Local Histories and Stories of Chuukese Warfare*. Master's thesis, Pacific Islands Studies, University of Hawai'i at Mānoa, 2007.

Week 4: Feb 10-12

Fr. Fran Hezel: Early Colonial History of Micronesia. Classic Historiography

The two books listed below represent the canon of Micronesian history, presenting widely accepted overviews of the region's history.

Option A: Francis X. Hezel, *The First Taint of Civilization: A History of the Caroline and Marshall Islands in Pre-Colonial Days, 1521-1885*. Honolulu: UH Press, 1983.

- Option A1: Chapters 1-5
- Option A2: Chapters 6-11

Option B: Francis X. Hezel, *Strangers in their Own Land: A Century of Colonial Rule in the Caroline and the Marshall Islands*, Honolulu: UH Press, 1995.

- Option B1: Preface, Chapters 1-4
- Option B2: Preface, Chapters 5-7

Week 5: Feb 17-19

**Work Session I, Uncharted Waters:
Archival Primary Sources**

During today's class session, we will tour the MARC Collection with time for individual research. By this point in the semester, you should already been thinking about potential topics for your thesis research, as well as for your final paper.

Week 6: Feb 24-26

Work Session II, Uncharted Waters: Translated Documents

Rodrigue Lévesque, a native of Montreal, Canada, has contributed prolifically to Micronesian historiography through the compilation of 40 volumes of transcribed archival sources. This week we will examine a handful of them, taking care to identify and appreciate the tremendous benefits, but also complexities, of dealing with primary source documents.

History of Micronesia:

Volume 1: European discovery, 1521-1560

Volume 4: Religious conquest, 1638-1670

Volume 5: Focus on the Mariana mission, 1670-1673

Volume 6: Revolts in the Marianas, 1673-1678

Volume 7: More Revolts in the Marianas, 1679-1683

Volume 8: Last Chamorro revolt, 1683-1687

Volume 10: Exploration of the Caroline Islands, 1696-1709

Volume 11. French ships in the Pacific, 1708-1717

Volume 13. Failure at Ulithi Atoll, 1727-1746

Volume 15: Mostly Palau, 1783-1793

Volume 18. Russian expeditions, 1808-1827

Volume 19. The Freycinet Expedition, 1818-1819.

Week 7: Mar 3 (Holiday) and 5

"New Imperialism" in Micronesia: US, Germany, & Japan

Colonialism has shaped Micronesia for centuries, with the Marianas being colonized as early as the 1600s—long before most other Pacific Islands experienced similar fates. However, by the late 19th century, global superpowers continued to vie for territories, leading to a new wave of colonization in the region. This week, we will explore the far-reaching effects of American, German, and Japanese colonial rule. What were the key developments and consequences of colonialism in Micronesia during the late 19th and early 20th centuries?

Option A: US Navy rule

- David Hanlon, “The USA and the Pacific since 1800: Manifestly Facing West,” In *The Cambridge History of the Pacific Ocean, Volume II*. Anne Perez Hattori and Jane Samson, Eds., Cambridge University Press, 2023.
- Anne Perez Hattori, *Colonial Dis-Ease: US Navy Health Policies and the Chamorros of Guam, 1898-1941*, Honolulu: UH Press, 2004.

Or

- David Hanlon, “The USA and the Pacific since 1800: Manifestly Facing West,” In *The Cambridge History of the Pacific Ocean, Volume II*. Anne Perez Hattori and Jane Samson, Eds., Cambridge University Press, 2023.
- Christine Taitano DeLisle, *Placental Politics: CHamoru Women, White Womanhood, and Indigeneity under U.S. Colonialism in Guam*, Chapel Hill: Univ of North Carolina Press, 2021.

Option B (all 2 articles): German rule:

- Francis X. Hezel, S.J. *German Rule in Micronesia*, Pohnpei: FSM Historic Preservation Office, 2016.
- Dominic Alessio, et al, “Spain, Germany and the United States in the Marshall Islands: Re-imagining the Imperial in the Pacific.” *Journal of New Zealand & Pacific Studies* 4:2, 2016, pp. 115-136.

Option C: Japanese rule:

- Greg Dvorak, “The Phantom Empire: Japan in Oceania and Oceania in Japan from the 1890s Onward, In *The Cambridge History of the Pacific Ocean, Volume II*. Anne Perez Hattori and Jane Samson, Eds., Cambridge University Press, 2023.
- Mark Peattie, *Nan’yo: The Rise and Fall of the Japanese in Micronesia, 1855-1945*, Honolulu: UH Press, 1988.

Week 8: Mar 10-12

World War II in Micronesia

WWII had a profound and far-reaching impact on nearly every island in Micronesia, surpassing even the earlier influences of colonialism and missionization. The war divided Micronesians, positioning them as enemies on opposing sides: Guam aligned with the United States, while the other islands remained loyal to their Japanese colonizer. This week, we examine the history of World War II in Micronesia and explore how these significant events have been remembered and represented in various historical accounts. How do these works shape our understanding of this pivotal chapter in the region’s past?

Option A:

- Judith Bennett and Lin Poyer, “World War II and the Pacific,” In *The Cambridge History of the Pacific Ocean, Volume II*. Anne Perez Hattori and Jane Samson, Eds., Cambridge University Press, 2023.
- Keith L. Camacho, *Cultures of Commemoration*, Univ of Hawaii Press, 2011.

Option B:

- Judith Bennett and Lin Poyer, “World War II and the Pacific,” In *The Cambridge History of the Pacific Ocean, Volume II*. Anne Perez Hattori and Jane Samson, Eds., Cambridge University Press, 2023.

- Lin Poyer, Suzanne Falgout, and Laurence Carucci, *The Typhoon of War: Micronesian Experiences of the Pacific War*, Honolulu: UH Press, 2001.

Option C:

- Judith Bennett and Lin Poyer, “World War II and the Pacific,” In *The Cambridge History of the Pacific Ocean, Volume II*. Anne Perez Hattori and Jane Samson, Eds., Cambridge University Press, 2023.
- Suzanne Falgout, Lin Poyer, and Laurence Carucci, *Memories of War: Micronesians in the Pacific War*. Honolulu: UH Press, 2008.

Possible guest speaker: Dr. James Perez Viernes, Deputy Director of the Pacific Islands Development Program (PIDP). University of Hawai‘i at Mānoa.

Week 9: Mar 17-19

Spring Break: No class

Disconnect, rest, enjoy, recharge, hydrate. Netflix marathons and pizza Olympics are valid choices. Margaritas do not count as hydration.

Week 10: Mar 24-26

Work Session III

Today’s class will be dedicated to discussions of your previously submitted paper ideas. We’ll talk about your chosen topic, evaluate potential sources, and brainstorm the next steps to strengthen your research and writing process.

Week 11: Mar 31 - Apr 2

Militarization of Micronesia: Nuclear Testing

Following the WWII, the onset of Cold War tensions between the United States and the Soviet Union triggered a significant escalation of militarization in Micronesia on the part of the US. Guam’s post-war history is of U.S. military land acquisitions, but it also is of the devastating legacy of nuclear testing in the Marshall Islands. This week, we’ll delve deeper into the realities of nuclear testing in the Marshall Islands and its broader impact on the Pacific region.

Option A:

- Barbara Rose Johnston, “The Nuclear Pacific: From Hiroshima to Fukushima, 1945-2018,” In *The Cambridge History of the Pacific Ocean, Volume II*. Anne Perez Hattori and Jane Samson, Eds., Cambridge University Press, 2023.
- Holly Barker, *Bravo for the Marshallese: Regaining Control in a Post-Nuclear, Post-Colonial World*, Belmont, CA: Thomson/Wadsworth, 2004.

Option B:

- Barbara Rose Johnston, “The Nuclear Pacific: From Hiroshima to Fukushima, 1945-2018,” In *The Cambridge History of the Pacific Ocean, Volume II*. Anne Perez Hattori and Jane Samson, Eds., Cambridge University Press, 2023.

- Jane Dibblin, *Day of Two Suns: US Nuclear Testing and the Pacific Islands*, New York: New Amsterdam, 1990 (1988).

Option C:

- Barbara Rose Johnston, “The Nuclear Pacific: From Hiroshima to Fukushima, 1945-2018,” In *The Cambridge History of the Pacific Ocean, Volume II*. Anne Perez Hattori and Jane Samson, Eds., Cambridge University Press, 2023.
- Lynn Wilson, *Speaking to Power: Gender and Politics in the Western Pacific*, New York: Routledge, 1995.

Week 12: Apr 7-9

Re-Making Micronesia: Cold War Colonialism

After World War II, Micronesia became a U.S.-administered Trust Territory under the United Nations, marking a new chapter in its colonial history shaped by Cold War politics. This week, we turn to David Hanlon’s *Remaking Micronesia: Discourses Over Development in a Pacific Territory*, a critical examination of the region’s development and its broader implications.

Hanlon’s work stands out in Micronesian historiography, offering unique insights into the impact of colonialism, the challenges of decolonization, and the ways history is written and remembered. His analysis of U.S. policies and their effects on the islands sheds light on the complexities of Cold War-era governance. As we read, we’ll reflect on how Hanlon frames these events and what his perspective contributes to our understanding of history-making in Micronesia.

Assigned reading: David Hanlon, *Remaking Micronesia: Discourses over Development in a Pacific Territory*, Honolulu: UH Press, 1999.

Option A: Chapters 1-4

Option B: Chapters 5-8

Week 13: Apr 14-16

Individual Meetings

This week you present the progress you have made towards your final paper, in presentations of 15 minutes each.

Week 14: Apr 21-23

Decolonizing Micronesia

In 1960, the United Nations adopted Resolution 1514, the “Declaration on the Granting of Independence to Colonial Countries and Peoples,” which marked a turning point in global decolonization. Over the following decades, much of the colonized world, including Micronesia, transitioned to various forms of self-governance or independence. This week’s readings examine the breakup of the Trust Territory of the Pacific Islands (TTPI) and its evolution into four distinct political entities: the U.S. Commonwealth of the Northern Marianas, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

David Hanlon, *Making Micronesia: A Political Biography of Tosiwo Nakayama*. UH Press, 2014.

Option A: Chapters 1-4

Option B: Chapters 5-8

Week 15: Apr 28-30

Micronesian Challenges in mid-21st Century

The Pacific region faces a range of pressing challenges that significantly impact its people and environments. Among these, global warming and rising sea levels pose existential threats to low-lying islands. Many communities face the potential loss of their ancestral lands. Economic development issues add further complexity, as many island nations balance traditional ways of life with the demands of global realities and markets. Outmigration continues to shape the region, with individuals and families seeking opportunities abroad, often leaving behind aging populations and weakened local economies. These challenges are intertwined with broader concerns such as resource management, cultural preservation, and geopolitical pressures.

Today's readings provide an introductory look at these critical topics, offering a glimpse into the interconnected issues shaping the future of the Pacific. As we engage with these materials, consider how these problems affect not only the region but also global efforts to address climate change, migration, and sustainable development.

Option A:

- John Connell, "Food Security in the Island Pacific: Is Micronesia as Far Away as Ever?" *Regional Environmental Change*, 28 September 2014, DOI 10.1007/s10113-014-0696-7
- Manuel Rauchholz, "Resources, boundaries and governance; What future for marine resources in Micronesia" (2016) in Fache E and Pauwe S (eds), *Fisheries in the Pacific: The Challenges of Governance and Sustainability*, 49-75.

Option B:

- Mark E. Keim, "Sea-Level Rise Disaster in Micronesia--Sentinel Event for Climate Change," *Disaster Medicine and Public Health Preparedness: American Medical Association*, (2010, pp. 81-87.
- Kathy Jetnail-Kijiner, "Dear Matafele Peinam," in *Iep jältok. Poems from a Marshallese Daughter* (2017), pp. 70-73.
- Christina Gerhardt, "Sea Level Rise, Marshall Islands and Environmental Justice," IN Tokar, B. and Gilbertson, T., Eds. (2020). *Climate Justice and Community Renewal; Resistance and Grassroots Solutions*. London: Routledge, pp. 70-81.

Week 16: May 5-7

Migrations. Present Historical and Historiographical Review Essays

Option A: Hawai'i Appleseed Center 2011 - *The case for justice for Micronesians in Hawai'i*

Option B: Maegawa K 2006 - *Community beyond the border: An ethnological study of Chuukese migration in Micronesia*. IN Migration, regional integration and human security.

As part of completing your master's degree, you will eventually submit a thesis or major research project. This assignment serves as a preliminary step to help you identify a potential research topic by examining its history and historiography. Think of it as an opportunity to develop a focused section that could later form part of your thesis.

The goal of these sessions is not to conduct original primary research, but to engage critically with existing scholarship. Your task is to analyze what has already been written about your chosen topic, assess the strengths and limitations of this body of work, and highlight areas that remain underexplored. This process will allow you to better understand the scope of your topic and refine your approach to future research.

This 8–10-page, double-spaced essay is worth 25 points, or 25% of your total grade, with points distributed as follows:

Identification, background, and context of your topic (7 points): This section introduces your topic to a reader who may have little familiarity with your subject matter. In simple language, explain the precise topic of your research. Provide definitional information, as well as context (such as where and when). This section may require you to provide some definitions of unfamiliar terms.

In this introductory section of the essay, you may also reflect upon personal reasons for selecting this topic, the significance of this topic (thus the reason why more needs to be known) and the approach you might take to conduct the more longer-term research.

Literature Review (15 points): Summarize the existing research on your specific topic – and in some cases, point out specifically what is missing. These summaries should be presented as a conversation between the research essays, written in richly detailed paragraphs that identify the source, the author, the thesis, the findings, and the approach.

Class Presentation (3 points): On our last class day, each student will read his/her/their essay.

Week 17: May 12-14	Guest Speaker
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Jesuit priest Fr. Francis X. Hezel has led the field of Micronesian studies. His numerous books and essays have touched on islands and centuries spanning the entire written history of the region and have delved into topics ranging from suicide and alcoholism to migration and gender roles.

Week 18: May 19-21	Wrap up class, course summary
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I look forward to working with you this semester!