

# **UNIBETSEDAT GUAHAN/ UNIVERSITY OF GUAM**

## **MI 503-01: Contemporary Issues and Problems of Micronesia**

### **2025 Fanomnakan (Spring) Semester**

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Course Delivery: On-line OLL at UOG Moodle Site and Zoom Meetings.

Moodle Key: [REDACTED]

Enrollment key: [REDACTED]

Zoom Address: [REDACTED]

Lecture Hours: TTH 4:00 to 5:20

Lecturer: Dr. Todd Ames

Office Hours: Mon., Tue. & Fri. 2:00 to 4:00 In SBS Main Office

Email: [tames@triton.uog.edu](mailto:tames@triton.uog.edu)

Phone: 671-735-2884

#### **COURSE CATALOG DESCRIPTION**

This course provides an in-depth understanding of contemporary issues and problems facing Micronesian society: economic development, political status and change, ethnicity and population shift, resources and environment, social and health problems.

#### **COURSE CONTENT**

The course covers the following aspects of the study of People and Culture of Micronesia:

- a. An analysis of the definitions of social issues and social problems.
- b. Theories and explanations of social issues and social problems.
- c. Drug and Alcohol Abuse
- d. Family Violence and Changes to Family Structures
- e. Health
- f. Suicide
- g. Economic Disparity and Development Issues
- h. Global Warming, Sea Level Changes and Climatic Implications
- i. Marine Resource Management
- j. Historic and Cultural Preservation
- k. Environmental Issues
- l. Crime
- m. Political Status

#### **COURSE OBJECTIVES**

The objectives of this course will be to introduce to students the major theories, issues, and research in the study of social issues and social problems of Micronesia. This course is designed to provide students with the tools and the abilities to assess, discuss, research, analyze and write about the major topics, issues and studies of social problems of Micronesia.

#### **COURSE ORGANIZATION**

This course will consist of a combination of approaches that are intended to aid the student in approaching and entering the study Social Issues and Problems of Micronesia. The approaches will include lectures, presentations, course readings, movies, seminar-style discussion groups and independent research projects and presentations.

**COURSE TEXTS**

Stephenson, Rebecca, Mary Spencer (editors), *Ulithi Atoll, Micronesia: Recalling the Past, Reaffirming the Future*, 2018

\*Available at UOG Bookstore, Press Office in MARC Office and on Amazon.

\*There is a reading pack which will be available on the Moodle platform.

**RECOMMENDED TEXTS**

Moulder, Francis, *Social Problems in the Modern World*, 2000

**ACCESS STATEMENT**

Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Moodle System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.

**GRADING INFORMATION****GRADE**

Letter Grade	Grade Point Value	Percent Grade	Definition	
A+	4.00	98-100%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%		
A-	3.67	90-92%		
B+	3.33	87-89%	Good	Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%		
B-	2.67	80-82%		
C+	2.33	77-79%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite.
C	2.00	70-76%		
D	1.00	60-69%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as pre-requisite.
F	0.00	<60%	Failure	Inadequate to receive credits.
P			Pass	
I			Incomplete	
NC			No Credit	

## **GRADE CATEGORIES FOR ASSIGNMENTS AND TESTS BY PERCENTAGE POINTS**

Grades for the course will be awarded on the following basis:

Midterm	18%
Class Participation	24%
Research Paper	30%
Research Presentation	10%
Final Exam	18%

## **INFORMATION ON HOW ASSIGNMENTS AND TESTS WILL BE GRADED**

Reading Assignments will be graded using a rubric based on the number of questions completed for each assignment, their complexity and the students participation in the discussion seminar. Tests will be graded using a rubric based on the number of points correctly addressed in each test answer. The research paper will be graded using a rubric based on the number of points identified in the research paper description. The Research Presentation will be graded using a rubric based on how thoroughly the student presents their research activities, data analysis and conclusions.

## **ASSIGNMENT DESCRIPTIONS**

### **SEMINAR DISCUSSION UNITS**

These are periods during the scheduled class times when students will meet in small groups of three or four to discuss the week's assigned articles or chapters. The purpose of discussion units is to assist students in developing their abilities in evaluating and critically assessing the social issues and problems of Micronesia.

#### **Preparing for Discussion Units**

To prepare for the discussion unit's students must read the assigned material and prepare a set of 2 to 3 questions per article or paper, for a minimum of 6 questions, that will enable them to have a useful exchange of views with other members of the group.

**Step 1:** Read the assigned material and make notes of the main points, topics, and conclusions. Reread the article or chapter and note the page numbers and lines for each important point or topic.

**Step 2:** Use your notes to generate at least six questions about the assigned material that can be posed to other students in your unit. These questions need to be genuine questions and not statements and should be in your own words. Ensure that your questions are as concise as possible.

**Step 3:** Other than your discussion questions note down any points or topics that are unclear to you. An important aspect of learning new material is recognizing when something is unclear and finding the answers to your questions. One of the best methods to really learn a new topic is to have to explain it to others. This is why you will have to rely on your fellow students, and they will rely on you, for answers and clarification.

**Step 4:** On discussion unit days, e-mail a copy of your questions to the instructor. Also bring the assigned reading material and your reference notes to the class.

**Step 5:** During discussion units the point is to hear all of the other student's opinions and views.

#### **Notes on Preparing Questions:**

1. Be sure to read the material and prepare your questions before you come to the class. A typed copy must e-mailed to the instructor before arrival in class that day. Students who do not prepare questions before the class will not be admitted into the discussion groups and will not receive a credit towards their grade for that day's discussion unit,

2. Be sure to prepare questions that are not simply answered with a "yes" or "no". The questions that you prepare must invite discussion. For example, if you were preparing discussion questions on Hezel's work you could ask: "Is the issue of the "motivational problem" one that is still relevant in today's age of ever more global labor sources?"
3. Do not prepare questions which simply ask what the author said, these questions should generate discussion about the topics.
4. Do not deliver your questions and leave before the discussion or you will not receive credit for that discussion unit.

### **How the Discussion Units Work:**

The prepared discussion questions are the admission ticket to the discussion units. On the days of the discussion units e-mail one copy to the instructor. When it is time for the discussion to start, form yourselves into groups of three or four students per unit. Take care to vary the unit as much as possible from time to time. As soon as the units form, students should begin their discussions.

During the discussion units each student in turn should pose one of their questions to the group. This should be followed by a discussion, the purpose of which is for the students to help each other to understand the material better. The discussion units are not intended to be a forum for arguments. If a student's question is unclear, the other students should indicate this and help in its clarification. If members of a unit have widely differing questions, the unit might discuss why this has occurred. It is essential that each student participates fully and that there is a useful exchange of ideas.

If students have completed discussion of all the questions posed, they should proceed to whatever points or topics that one or more of the unit members found difficult or unclear. Remember that by using each other as resources, it will help all of you to learn the material better. Before the end of the discussion period, each group will need to decide on a question posed within the group to present to the class in a general discussion. Select whichever question seems to be of the greatest interest within the group and the author of that question will present it in the general class discussion.

During the discussion units, the instructor will circulate and listen to the discussions and ensure that the unit is dealing with issues relevant to the assigned material. Attendance will be recorded at this time. Unless there is a problem or the instructor decides to enter the discussion, the unit should continue the dialogue and ignore the instructor.

### **Grading for the Discussion Unit:**

For each of the sets of discussion unit questions you may receive up to 3 percent of your final grade, or 3 points per unit. No grade will be issued for students who turn in questions but do not attend the discussion units. In addition to required attendance, grading will be based on the quality of questions that each student generates.

### **RESEARCH PAPER**

For the research paper each student will need to conduct original research on some aspect of social issues or social problems in Micronesia. Suitable topics would include any of the main topics covered during the course, or any other topic that is clearly a social issue or social problem.

Suitable background sources for the research projects are any of the professional journals in the library or on the internet, or any sociological, anthropological, political science, historical or economic account of some social issue or social problem of Micronesia. Students must choose a main background source other than from the readings in class, although those may be used as secondary sources. The students will then need to conduct some first-hand research on their topic. This could entail interviews, questionnaires and/or observations. Relatives and acquaintances are especially useful in researching social issues and social problems.

***\*\*Some suggestions on approaches to our research.*** You can ask people opinions about your topic: What do they think about a particular social issue or problem? Are they inevitable? Have they suffered hardships due to this issue/problem? Or you could also ask how people have been affected by things like crime, drug abuse, war or environmental issues. What was the cause? What can be done about it? Should anything be done about it? If so why? Or one could ask their

respondents how an issue has changed over time, like family violence, environmental issues, drug use, political status, poverty or? Papers due May 8<sup>th</sup>.

**Remember** you are social scientists, you want to find out what other people think, feel or have experienced, this is not a paper about your own opinions. The research paper should identify a clear topic to address, offer an introduction and background material on the topic. The student must then explain both their secondary and firsthand research findings, analyze the data and offer conclusions. The paper must also have a clear theoretical application explaining your topic or issue.

The research paper should be 15-20 pages in length, typed, and double-spaced. The paper needs to have full bibliographic citations and should not have lengthy quotes. Any material cited in paper must be given a full citation.

One page outlines for the papers, identifying the sources, and basic points of the study are due by Feb. 13<sup>th</sup>.

The final weeks of class each student will have to make a brief (20 minute) presentation of their findings. This will be followed by several minutes of questions and class discussion. Attendance at the class presentations is required.

## **CLASS SCHEDULE AND READING ASSIGNMENT FOR MI 503**

### Introduction to Course

#### **WEEK 1**

Jan. 23 Course Session 1, Orientation: Access Moodle site, download syllabus and course schedule and assigned text.

#### **WEEK 2**

Jan. 28 Course Session 2, Introduction: \*\*\***Synchronous Zoom Meeting 4:00**

Jan. 30 Course Session 3, Asynchronous Lecture: Intro to course and definitions of social issues and social problems. Watch You Tube movies on AI in Social Science:  
<https://www.youtube.com/watch?v=MszpMnjyJwU>  
[https://www.youtube.com/shorts/C\\_z\\_ch\\_Z9DY](https://www.youtube.com/shorts/C_z_ch_Z9DY) Target SLOs 1 and 2.

#### **WEEK 3**

Feb. 04 Course Session 4, Asynchronous Lecture on social issues and social problems in Micronesia. Read: Spencer, Mary and Rebecca Stephenson, "Historical Overview and Introduction" pgs. 3-44 in *Ulithi Atoll, Micronesia: Recalling the Past, Reaffirming the Future*, 2018. Target SLOs 1 and 4.

Feb. 06 Course Session 5, Watch YouTube Movie: "Radio Bikini FULL MOVIE" Nuclear Weapons Channel HD Target SLOs 1. \*\*\* **Synchronous Zoom Meeting for Discussion of IRB requirements 4:00-5:20.**

#### **WEEK 4**

Feb. 11 Course Session 6, Asynchronous Lecture on Drug and Alcohol Abuse in Micronesia. Read Readings: Bhandary Sangita and Bhandary Prahlad. Cancer of the Oral Cavity-A Growing Concern in Micronesia: A Case Report from the Marshall Islands. *Pacific Health Dialog* 2003: Vol 10 No 1. Marhsall Mac, Sexton Rocky and Insko Lee. Inhalant Abuse in the Pacific Islands: Gasoline Sniffing in Chuuk, Federated States of Micronesia. *Pacific Studies* 1994: Vol 17 No 2. Oakley Eric, Demaine L. and Warnakulasuriya Saman. Areca (betel) Nut Chewing Habit among High-School Children in the Commonwealth of the Northern Mariana Islands (Micronesia). *Bulletin of the World Health Organization* 2005; Vol 83: 656-660. Pinhey Thomas, Jr. Carpenter Johm, Perez Michael and Workman Randall. Marijuana Use among High-School Students in Guam. *Pacific Studies* 2002: Vol 25 No 3. Target SLOs 1.

Feb. 13 Course Session 7, Movies on Alcohol and Drug Abuse and Family Violence: Watch YouTube Movies on Social Problems in Micronesia. Watch YouTube Movies; *"Too High"* by Micronesian Seminar, and *Habilitat Hawaii: True Stories of Addiction to Crystal Methamphetamine and Other Drugs*. And, Micronesian Seminar Videos; *"Hitting Hard"*. Target SLOs 1. \*\*Outlines Due.

**WEEK 5**

Feb. 18 Course Session 8, Asynchronous Lecture on Family Violence and Changes to Family Structures. Target SLOs 1 and 2.

Feb. 20 Course Session 9, Readings for Discussion on Family Violence: Ali, Shamima. Violence against the Girl Child in the Pacific Islands Region. EGM/DVGC: 2006: Ep 14. Dugwen Geraldine, Hancock Thane, Gilmar James, Gilmatam John, Tun Petra and Maskarinec Gregory. Domestic Violence Against Women on Yap, Federated States of Micronesia. *Hawaii Journal of Medicine and Public Health* 2013: Vol 72 No 9. Target SLOs 1 and 2. \*\* **Synchronous Zoom Meeting for Discussion 4:00-5:20**. Target SLOs 1, 2 and 3.

**WEEK 6**

Feb. 25 Course Session 10, Lecture on Suicide (Guest Lecturer Father Fran Hezel)  
\*\* Asynchronous Lecture. Target SLOs 1 and 2

Feb. 27 Course Session 11, Readings for Discussion on Suicide: Atienza, David. Cultural Factors and Suicide in Guam. *Round Table on Suicide in Guam and Micronesia*. 2010. Ran, Mao-Sheng. Suicide in Micronesia: A Systematic Review. *Primary Psychiatry* 2007. Vol 14 No. 11: 80-87. Twaddle, Iain, Spencer Mary, Perez Eunice, Meno Camarin, Castro Ramon. Building Capacity for Suicide Prevention in Guam: Culturally Responsive Practices for Pacific Islanders and Asian Americans. *Pacific Asia Inquiry* 2011. Vol 2 No. 1. Readings Cont. Withers-Steward Rochelle, O'Brien Anthony. Suicide Prevention and Social Capital: A Samoan Perspective. *Health Sociology Review* 2006. Vol 15: 209-220. \*\* **Synchronous Zoom Meeting for Discussion 4:00-5:20**. Target SLOs 1, 2 and 3.

**WEEK 7**

Mar. 04 Course Session 12, Watch YouTube Movie on Political Status: *"Islands on the Edge of Time"* Target SLOs 1 and 2.

Mar. 06 **CHARTER DAY-NO CLASSES**

**WEEK 8**

Mar. 11 Course Session 13, Asynchronous Lecture on Economic Development in Micronesia. Target SLOs 1 and 2.

Mar. 13 Course Session 13, Readings for Discussion on Economic Development: Ames, Ann, Microtraders: A Case Study of Micro-Finance on Yap Proper, FSM, *Pacific Asia Inquiry, Volume 3, Number 1, Fall 2012*, 102-115. Ames, Ann, Economic Well-Being in a Subsistence Economy: Production, Marketing and Micro-Finance on Yap Proper and Falalop Islet", pgs. 152-166 in *Ulithi Atoll, Micronesia: Recalling the Past, Reaffirming the Future*. 2018. Cruz, Melvin, "Notes on Traditional and Contemporary Ulithian Economies" Pgs. 73-83 in *Ulithi Atoll, Micronesia: Recalling the Past, Reaffirming the Future*. Prasad, [Naren](#), Small Islands' Quest for Economic Development, United Nations, *Asia Pacific Development Journal, Vol. 10, No. 1*, pp. 47-67, 2003 \*\*\* **Synchronous Zoom Meeting for Discussion 4:00-5:20**. Target SLOs 1, 2 and 3.

**WEEK 9**

Mar. 17-22

**Spring Break-No Classes**

**WEEK 10**

Mar. 25

Course Session 14, **Midterm Exam**. Target SLOs 1, 2, 3 and 4.

Mar. 27

Course Session 15, Readings for Discussion on Climate Change: Ames, Todd, “Field Notes from Ulithi”, pgs. 167-183, *Ulithi Atoll, Micronesia: Recalling the Past, Reaffirming the Future*, 2018. Donner Simon, Skirving William, Little Christopher, Oppenheimer Michael and Guldberg Ove. Global Assessment of Coral Bleaching and Required Rates of Adaptation under Climate Change. *Global Change Biology* 2005. Vol 11: 2251-2265. Krauss Ken, Cahoon Donald, Allen James, Ewel Katherine, Lynch James and Cormier Nicole. Surface Elevation Change and Susceptibility of Different Mangrove Zones to Sea-Level Rise on Pacific High Islands of Micronesia. *Ecosystems* 2010. Vol 13: 129-143. Woodroffe, Colin. Reef-island Topography and the Vulnerability of Atolls to Sea-Level Rise. *Global and Planetary Guide* 2007. Vol 62: 77-96. \*\*\* **Synchronous Zoom Meeting for Discussion 4:00-5:20**. Target SLOs 1, 2 and 3.

**WEEK 11**

Apr. 01

Course Session 16, Asynchronous Lecture on Health Issues in Micronesia  
Target SLOs 1 and 2.

Apr. 03

Course Session 17, Readings for Discussion on Health Issues: Cassels, Susan. Overweight in the Pacific: Links between Foreign Dependence, Global Food Trade, and Obesity in the Federated States of Micronesia. *Globalization and Health*. 2006. Ichiho Henry, Gladu Rebecca, Keybond Kolid and Ruben Kino. Cancer in Chuuk State, Federated States of Micronesia. *Pacific Health Dialog* 2004: Vol 11 No 2. Harui-Walsh, Eulalia with Rebecca Stephenson, “A Tale of Two Islands: Being Disabled in the Western Pacific, Perspectives from Guam and Ulithi” pgs. 84-96 in *Ulithi Atoll, Micronesia: Recalling the Past, Reaffirming the Future*, 2018. Patrick, Kevin, Goshima, Bowen, Waldron, Vezina, Reyes and Andrade, Meeting the Challenge of HIV Clinical Training Within 2.5 Million Square Miles of the Pacific Ocean, *Pacific Health Dialog* 2007, Mar; 14 (1) Vezina Richard, Reyes Michael, Goshima Cyril and Morin Stephen. “Healthcare is not something you can isolate from life in general”: Factors Influencing Successful Clinical Capacity Building in the Pacific. *Pacific Health Dialog* 2007, Mar; 14 (1) \*\*\***Synchronous Zoom Meeting for Discussion 4:00-5:20**. Target SLOs 1, 2 and 3.

**WEEK 12**

Apr. 08

Course Session 18, Asynchronous Lecture on Marine Resource Management (Guest Lecturer Brent Tibbets). Target SLOs 1 and 2.

Apr. 10

Course Session 19, Readings for Discussion on Marine Resource Management: Drew, Joshua A., Use of Traditional Ecological Knowledge in Marine Conservation, *Conservation Biology, Volume 19, Issue 4, August 2005*, pp. 1286–1293. Victor Steven, Leinson Neth, Yimnang Golbuu, Eric Wolanski, Robert H. Richmond Sedimentation in Mangroves and Coral Reefs in a Wet Tropical Island, Pohnpei, Micronesia, *Estuarine, Coastal and Shelf Science Volume 66, Issues 3–4, February 2006*, pp. 409–416. Dunn, Steve, Len Rodwell, Glen Joseph, The Palau Arrangement for the management of a Western Pacific Purse Seine Fishery-Management Scheme (Vessel Day Scheme), unpublished paper, 2006. Johnson, Johanna E. & David J. Welch, Marine Fisheries Management in a Changing Climate: A review of Vulnerability and Future Options, *Reviews in Fisheries Science, Volume 18, 2009 - Issue 1*, pp. 106-124. \*\* **Synchronous Zoom Meeting for Discussion 4:00-5:20**. Target SLOs 1, 2 and 3.

### WEEK 13

- Apr. 15 Course Session 20, Asynchronous Lecture on Historic and Cultural Preservation (Guest Speaker John Peterson). Target SLOs 1 and 2.
- Apr. 17 Course Session 21, Readings for Discussion on Cultural Preservation: Ames, Todd, Maritime Culture in the Western Pacific: A Touch of Tradition, In *Pacific Asia Inquiry: Multidisciplinary Perspectives, Occasional Papers in the Liberal Arts and Social Sciences*, Volume 4, Number 1, Fall 2013. Harui-Walsh, Eulalia with Rebecca Stephenson, Lava Lava: Hallmark of Ulithian Culture, pgs. 139-151 in *Ulithi Atoll, Micronesia: Recalling the Past, Reaffirming the Future*, 2018. Jeffery, Bill, The Underwater cultural heritage of the Federated States of Micronesia, Unpublished Paper, 2014. Hasugulayag, Joliene G., "Ulithi, Yap: Navigating the Seas of Cultural Tradition and Change", pgs. 113-128 in *Ulithi Atoll, Micronesia: Recalling the Past, Reaffirming the Future*, 2018. \*\*\***Synchronous Zoom Meeting for Discussion 4:00-5:20**. Target SLOs 1, 2 and 3.

### WEEK 14

- Apr. 22 Course Session 22, Asynchronous Lecture on The Legacy of Nuclear Testing in Micronesia. Target SLOs 1 and 2.
- Apr. 24 Course Session 23, Readings for Discussion on Nuclear Legacy: Yamada, Seji, Cancer, reproductive abnormalities, and diabetes in Micronesia: the effect of nuclear testing, *Pac Health Dialog*, 2004 Sep;11(2):216-21. Pevec, Davor, The Marshall Islands Nuclear Claims Tribunal: The Claims of The Enewetak People, *Denver Journal of International Law & Policy; Winter 2006, Vol. 35 Issue 1*, 221-239. Yamada, Seiji, Matthew Akiyama, "For the good of mankind": The legacy of nuclear testing in Micronesia, *Social Medicine, Vol 8, No 2 (2014)*, 83-92. \*\*\* **Synchronous Zoom Meeting for Discussion 4:00-5:20**. Target SLOs 1, 2 and 3.

### WEEK 15

- Apr. 29 Course Session 24, Asynchronous Lecture on Crime. Target SLOs 1 and 2.
- May 01 Course Session 25, Readings for Discussion on Crime. Readings: Guam Uniform Crime Report: 2020. \*\*\* **Synchronous Zoom Meeting for Discussion 4:00-5:20**. Target SLOs 1, 2 and 3.

### WEEK 16

- May 06 Course Session 26, Research Presentations  
\*\*\* **Synchronous Zoom Meeting for Discussion 4:00-5:20**. Target SLOs 1, 2, 3 and 4.
- May 08 Course Session 27, Research Presentations  
\*\*\* **Synchronous Zoom Meeting for Discussion 4:00-5:20**. Target SLOs 1, 2, 3 and 4.  
\*\*\* **Papers Due**.

### WEEK 17

- May 13 Course Session 28, Research Presentations  
\*\*\* **Synchronous Zoom Meeting for Discussion 4:00-5:20**. Target SLOs 1, 2, 3 and 4.
- May 15 Course Session 39, Research Presentations  
\*\*\* **Synchronous Zoom Meeting for Discussion 4:00-5:20**  
Target SLOs 1, 2, 3 and 4.

### WEEK 18

- May 20 Course Session 30, **Final Exam**. Target SLOs 1, 2, 3 and 4.



### **CLASS ATTENDANCE POLICIES**

Attendance is required at all classes, discussion groups and class presentations. Students who do not attend Seminar Discussion Groups will not receive a grade for that session. Students who arrive late or leave early and miss more than 1/3 of the session will not receive the full grade points for that session. Final letter grades will be based on the CLASS Grading Policies.

### **NETIQUETTE**

Remember your “netiquette,” or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a classroom environment and students must adhere to high standards of academic behavior. This classroom is a safe haven for all ideas. We are all unique individuals entitled to our own opinions and beliefs. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated.

- a. Do not say things in an email or forum post that you would not say face to face.
- b. Be polite, concise, and remember that all-caps signify yelling.
- c. Do not send forwards to the class list or to the professor.
- d. Proofread. Please avoid texting language, lack of punctuation, capitalization, or inappropriate signatures.
- e. Emojis should not be used in graded assignments. You are welcome to use them in informal writing.

### **TECHNICAL ASSISTANCE STATEMENT**

Students needing technical assistance from the Center for Online Learning can reach them at the following contacts.

**Location: Dean's Circle, House #6**

**Tel: (671) 735-2620**

**Help Desk: [helpdesk@uog.edu](mailto:helpdesk@uog.edu)**

**Moodle Help: [moodlehelp@triton.uog.edu](mailto:moodlehelp@triton.uog.edu)**

**Hours: 8 a.m. – Noon and 1 p.m. – 5 p.m., Monday – Friday**

### **PLAGIARISM STATEMENT:**

Plagiarism will be dealt with in accordance to the Student Handbook. The UOG Student Handbook p. 49 defines plagiarism as: “The term “plagiarism” includes, but is not limited to the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. 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.”

The Univ. of Calgary web-page ([www.ucalgary.ca/~hexham/study/plag.html](http://www.ucalgary.ca/~hexham/study/plag.html)) defines plagiarism a bit more explicitly: “Plagiarism is the deliberate attempt to deceive the reader through the appropriation and representation as one's own the work and words of others. Academic plagiarism occurs when a writer repeatedly uses more than four words from a printed source without the use of quotation marks and a precise reference to the original source in a work presented as the author's (read plagiarist's) own research and scholarship.

Papers that are previously written for other courses in whole or part by the student, shall also be considered plagiarized and receive no credit towards the course.

### **CERTIFICATION OF ORIGINAL WORK**

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

### **COMMUNICATIONS POLICY**

Use of gotritons/triton email accounts are the preferred method of communication, the course will also be using ZOOM and instructor course mail on the Moodle Site for messages and assignments.

### **EEO/ADA STATEMENT**

#### **DSS (Disability Support Services) Accommodation**

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](mailto:disabilitysupport@triton.uog.edu) or telephone/TDD 671-735-2460.

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 Director at the **EEO/ADA & Title IX Office**, Institutional Compliance Officer (671) 735-2244 located in Dorm 1. For immediate assistance in an emergency call 911.

#### **No Recording Policy:**

**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.**

#### **Flu Information:**

A flu season is upon us. If you develop flu symptoms (fever with aches and pains, and so on), then you should do the following:

1. Go to the Department of Public Health or your medical doctor to be tested.
2. Stay home; do not come to campus; only visit a doctor.
3. Contact the instructor by email or phone, and make arrangements to do make-up work.
4. Do not spread rumors about flu or other illnesses.

## MI503 Contemporary Issues and Problems in Micronesia

<b>STUDENT LEARNING OBJECTIVES</b>	<b>PROGRAM LEARNING OUTCOMES</b>	<b>INSTITUTIONAL GRADUATE LEARNING OUTCOMES</b>	<b>ASSESSMENT METHODS</b>
SLO 1: Compare and contrast the contemporary issues and problems in a Micronesian context.	PLO1: Compare and contrast the unique characteristics of the peoples, histories, geography, cultures, and political and social structures of Micronesia.	IGLO 1: Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study	Seminar Assignments. Midterm and final Exams, and final paper.
SLO 4: Assess the relevant research that has been conducted on contemporary issues in Micronesia, and develop and design a research study, collect and analyze data and present data in a research paper format.	PLO2: Apply different theoretical and analytical frameworks to the study of Micronesia with an emphasis on Micronesian indigenous epistemologies and perspectives.	IGLO 1: Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study	Seminar Assignments. Midterm and Final Exam and Final paper.
		IGLO2: Plan, conduct, and complete a significant research or creative project	Research project and final paper.
	PLO3: Communicate effectively, both orally and in writing, theories and issues using an interdisciplinary approach to the study of the Micronesian region.	IGLO 1: Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study	Seminar Assignments. Midterm and Final Exam and Final paper.
		IGLO3: Exercise oral and written communication skills sufficient to publish and present work in their field	Research paper and oral presentation.
SLO 2: Define, describe and contrast the theoretical perspectives that apply to contemporary issues in Micronesia.	PLO2: Apply different theoretical and analytical frameworks to the study of Micronesia with an emphasis on Micronesian indigenous epistemologies and perspectives.	IGLO 1: Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study	Seminar Assignments. Midterm and Final Exam and Final paper.
		IGLO2: Plan, conduct, and complete a significant research or creative project	Research project and final paper.
	PLO4: Design and conduct original, independent research that makes a valuable contribution to the Micronesian region.	IGLO2: Plan, conduct, and complete a significant research or creative project	Research project and final paper.
		IGLO3: Exercise oral and written communication skills sufficient to publish and present work in their field	Research paper and oral presentation.
		IGLO4: Adhere to ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations	