

Dr. Julie Walsh

Center for Pacific Islands Studies

Moore Hall 211

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Office hours: W 10am-12pm (or by appt.)

Course Description

This course is designed to provide students with opportunities to meet, get to know, and work with a Pacific Islander community in culturally sensitive ways. Through this interaction, students will not only gain an insider/islander perspective on issues such as health, education, and housing but students will practice the skills necessary to promote better understanding and cooperation between diverse cultures and communities in Hawai`i.

We will focus our attention on learning about and from various Micronesian communities on O`ahu. There is much literature regarding the islands and societies of this often overlooked region, but there is very little literature about the relatively new migrant experience, particularly from an indigenous perspective. Students will be responsible for examining resources about these populations (in the form of newspaper articles, web sites, state publications and reports, census data, etc.) and working with their classmates to examine these sources critically, always seeking to locate and listen to islanders' voices.

This course will provide background readings, films, and lectures from multiple disciplines to help us better understand how culture, language, social organization, politics, health practices, educational histories, family histories, and US colonialism shape migrants' encounters and others' interpretations. In class we will discuss our community involvements in light of these readings, films, etc. and will reflect and write about the many stages in the process of coming to better understand Pacific communities.

This course has both a Contemporary Ethical Issues (E) Focus and a Writing Intensive (WI) designation and is thus limited to 20 students. Contemporary ethical issues are fully integrated into the main course material and constitute the majority of the content. At least 8 hours of class time will be spent discussing ethical issues encountered during service learning and specific issues addressed through individual and small group assignments. Through the use of lectures, discussions, small group activities and writing assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments. They will also have significant feedback from the instructor on writing assignments, with opportunities for feedback in small groups, and student may revise designated submissions. Students must adequately complete all writing assignments to pass the course with a D grade or better. Students who do not complete all writing assignments will get a D- or an F and will not earn W Focus credit.

Learning Outcomes

At the end of this course, students are expected to be able to:

- Reach out to Pacific Islanders sensitively and appropriately
- Explain where the Micronesian communities in Hawai'i come from, why, and how they come to Hawai'i
- Describe the barriers experienced by Pacific migrants in accessing services and local resources
- Explain the concerns of Pacific community members regarding health care, education and housing and other issues and discuss how these perspectives differ from State program or agency concerns.
- Contribute actively to discussions about service learning experiences and identify the ways service learning complements classroom learning
- Locate and critically analyze resources produced about Pacific Islander communities in Hawai'i
- Describe the process required to create resources that will help us better understand Pacific communities
- Reflect on the process of cross-cultural collaborations, explain using a personal example how one's biases and expectations can inform interpretations, and identify ethical issues inherent in cross-cultural encounters

Course Materials

The instructor will post all readings on Lulima or distribute them in class. **Changes may be made to this syllabus at instructor's discretion and in consultation with students.**

The UH Information and Technology Services (ITS) home page <http://www.hawaii.edu/itslab/index.htm> provides information regarding general use computer labs (locations, hours, policies).

Maps are available at <http://www.hawaii.edu/cpis/PacificMaps.htm> or on Lulima.

Course Requirements

Participation (including classroom discussion and activities, attendance, group work) 10%

Service Learning Hours 15%

Map and Readings Quizzes 5%

Writing Assignments 40%

Three Exams (10% each) 30%

Participation: 10%

- Class attendance is mandatory. There will be a sign up sheet for each class for you to sign in order to receive credit for your attendance. Excessive tardiness, early departures, or absenteeism (more than 3 absences) will result in points being deducted from your participation grade.
- Each student will be responsible for discussing his/her service learning experience and identifying at least one relevant ethical issue over the course of the semester
- Students are expected to attend all classes, keep up with the readings, contribute to class discussions in person or on Lulima, and participate in the extended service-learning activity.
- A doctor's note is required for missed exams, quizzes, or presentations.
- If you cannot come to class or will miss an assignment, notify the instructor IN ADVANCE.
- As a courtesy, please turn off and put away cell phones in class. Laptops may be used for note taking only with permission of the instructor. Checking email, texts, and Facebook during class time is considered rude and non-participatory and will result in points being deducted from your participation grade.

Service Learning: 15% (a minimum of 15 contact hours with communities)

Students must submit service liability waivers and a registration form prior to beginning community service. Students will also submit a site registration form and maintain a log of hours to be signed by the site coordinator and submitted at the end of the semester.

- Training sessions are IMPERATIVE prior to beginning service learning at Palolo Valley or Kaka'ako, (or elsewhere, details discussed in class). Students are independently responsible for attending training sessions and the

subsequent hours of interaction outside of class time, typically possible between the hours of 2-6pm, Monday-Friday.

Quizzes: 5%

- There will be 2 map quizzes: Pacific Islands Political entities and Micronesia Political Entities
- I will send questions/quizzes regarding class readings to your email addresses with advance notice. Quizzes must be completed before class time. They are open book.

Exams: 30%

- First Exam
- Second Exam
- FINAL: December 17 2:15 -4:15pm

Writing Assignments: 40%

- All assignments will be described in detail in class and posted on Lulima.
- 5 personal essays, 3 double-spaced pages each regarding various stages of the service learning experience – anticipating, ‘first contact’, listening, sharing, and serving.
- Film review, *Half-Life: A Parable for a Nuclear Age*; (or alternative, by request) 3 double-spaced pages. May be revised and resubmitted.
- Critical analysis of media representation, 3 double-spaced pages. May be revised and resubmitted.

Grading Scale

A+ 100–97	B+ 89–86	C+ 79–76	D+ 69 – 66
A 96–93	B 85–83	C 75–73	D 65 – 63
A- 92–90	B- 82–80	C- 72–70	D- 62 – 60
			F Below 60

Kokua

Students with disabilities that restrict their participation and performance in this class are invited to contact the KOKUA Program at (V/T) 956-7511 or (V/T) 956-7612 or at kokua@hawaii.edu. KOKUA is located in the ground floor of the Student Services Center in room 013. KOKUA is eager to work closely with disabled students and their faculty members in order to create equal opportunity for students. KOKUA services are confidential and disabled students are not charged for services.

Late papers

Students submit all assignments electronically *before the start of class on the dates identified in the syllabus*. Papers turned in after the start of class will be considered late and will lose five points per day (24 hours). Ex. If an assignment is due on Tuesday, and is submitted late, but before 3 pm on Wednesday, the 5 points will be deducted from the final assignment grade. If the assignment is submitted after 3 pm on Wednesday, 5 more points will be deducted (10 total). If submitted after 3 pm on Thursday (-15), after 3 pm Friday (-20).

Papers submitted more than 5 calendar days late will not be accepted without prior permission or a doctor’s note.

Course Schedule

CONTEXTUALIZING: GEOGRAPHY/HISTORY/POLITICAL DEVELOPMENT/US RELATIONS

- Aug 27 Introductions, syllabus, service learning expectations
- Aug 29 Who are the Pacific Communities in Hawai`i? How are we connected? How *do* we connect? Why focus on Micronesia? What are the issues in Hawai`i? How do we make sound ethical judgments to address these issues?
(Sept 3 last day to drop without 'W')
- Review maps of Pacific and Micronesia
- Sept 3 What is Micronesia? Where is Micronesia? Who are Micronesians?
- Read: Kiste, Robert C. (1993.) "New Political Statuses in American Micronesia."
In *Contemporary Pacific Societies: Studies in Development and Change*. Edited by Victoria S. Lockwood, Thomas G. Harding and Ben J.Wallace. New Jersey: Prentice Hall. Pp. 67-72.
- Review maps
- Sept 5 **Map quiz: Pacific Entities and Micronesia**
Americanization of Micronesia
- Readings: Read: Kiste, Robert C. (1993.) "New Political Statuses in American Micronesia."
In *Contemporary Pacific Societies: Studies in Development and Change*. Edited by Victoria S. Lockwood, Thomas G. Harding and Ben J.Wallace. New Jersey: Prentice Hall. Pp. 73-80.
- HALF LIFE: DISCUSSING ETHICS, USING THE UTILITY TEST, WRITING A FILM REVIEW**
- Sept 10 Watch Part 1 of *Half-Life* in class.
- Read: Selected book reviews published in *The Contemporary Pacific*.
- Sept 12 Second half of *Half-Life*.
Discussion of ethics, options, and examination of issues using the utility test.
HW: 1 page outline as a response/review of film hardcopy due next class.
- Sept 17 Discussion day – film reviews, sharing outlines, feedback for classmates
- Characteristics of an effective and useful film review -- examples discussed in class, small groups identify components and organization. Students' outlines will be shared, critiqued by a classmate during group activity.
Due: Hard copy of outline for film review

- Sept 19 **Film Review due.**
Introduction to the Compact/s of Free Association
- Sept 24 Compact 1: Ethics and Obligations of Neo-Colonialism
What was the impact of Compact 1 on Hawaii? Is this fair?

Read: GAO Report 2001 on FAS Migration, Pp. 1-34
Read: Hawaii Compact Task Force Interim Report 2008
- Sept 26 **Essay #1 due.**
Compact 2: Ethics and Obligations of Neo-Colonialism
Update on Compact Impact

Read: GAO Report 2011, p. 3-44.
Read/View: Heine, Hilda. "Micronesians' Challenges and Contributions in Hawai'i" PowerPoint (pdf)
- Oct 1 Exam Review/Service Learning Discussions/Updates
- Oct 3 **LIBRARY**
**Meet at Pacific Collection, 5th Floor, Hamilton Library.
- Oct 8 **EXAM #1**

HEALTH: HISTORICAL/COLONIAL/CONTAGIOUS/CURRENT

- Oct 10 Reading: S. Yamada & A. Pobutsky. "Micronesian Migrant Health Issues in Hawaii: **Part 1:** Background, Home Island Data, and Clinical Evidence." Californian Journal of Health Promotion 2009, Volume 7, Issue 2, 16-31.
- Oct 15 **Essay #2 due.**
Health, Cont'd.

Reading: Pobutsky A.M., Krupitsky, D., and Yamada, S. "Micronesian Migrant Health Issues in Hawaii: **Part 2:** An Assessment of Health, Language and Key Social Determinants of Health." Californian Journal of Health Promotion 2009, Volume 7, Issue 2, 32 – 55.

HEALTH: SOCIAL/CULTURAL FACTORS/RIGHTS

- Oct 17 Film: "Collateral Damage" Segment of the PBS series, *Unnatural Causes...is inequality making us sick?* Produced by California Newsreel. (30 minutes) Shown in class.

Read: "Health as a Human Right: Who is Eligible?" Hawaii Medical Journal: A Journal of Asia Pacific Medicine. Special Issue: Pacific Islander Health. Department of Family Medicine and Community Health, John A. Burns School of Medicine. University of Hawai'i. June 2010, Volume 69, No. 6, Supplement 3, ISSN: 0017-8594.
- Oct 22 Examination of "Basic Health Hawai'i" health care plan for COFA migrants in Hawai'i.
View: Keola Diaz's film
Is Health a Human Right? The Rights test
In-Class Discussion and Debate

EDUCATION: HISTORICAL AND COLONIAL EXPERIENCES

- Oct 24 Education in Micronesia
View: <http://www.micsem.org/photos/education/01.htm>
Reading: Peacock, K. 1985. "The Maze of Schools: American Education in Micronesia." In History of the Trust Territory of the Pacific Islands: Proceedings of the Ninth Annual Pacific Islands Conference, edited by Karen Knudsen, 83-103. Working Paper Series [1985]. Honolulu, Hawai'i: Pacific Islands Studies Program, Center for Asian and Pacific Studies, University of Hawai'i at Manoa
- Oct 29 Educational Ethics – "Education for What?"
Sharing our stories. Invited Guest Speaker.

EDUCATION: CURRENT CONCERNS

- Oct 31 **Essay #3 due.**
- Readings: Heine, H.. "Culturally Responsive Schools for Micronesian Immigrant Students." PREL Briefing Paper. October 2002.
- Marie Iding, Novia Cholymay and Sandra Kaneshiro. "Building Bridges, Not Barriers: Inviting Chuukese Family Involvement in Hawaii Schools." Journal of Pacific Rim Psychology. Volume 1, Issue 1 pp. 10–13.

HOUSING AND HOMELESSNESS

- Nov 5 Small Group exercise – analysis of data on homelessness in Hawai'i
Reading: *Homeless Service Utilization Report, 2010*. Center on the Family at the University of Hawai'i and the Homeless Programs Branch of the Hawai'i Public Housing Authority (HPHA). Honolulu, Hawai'i.
- Nov 7 **Essay #4 due.**
Housing and Homelessness in Hawai'i, cont'd.
Read: "Reasons for Homelessness among Micronesians at a Transitional Shelter in Hawai'i"
In *Developing Human Resources in The Pacific*. Vol 14. No 1. 2007. By Jill Omori, MD; Cristina Keolanani Kleinschmidt, MD; Eric K.W. Lee; Tina Christopher Linshield, MD; Tina Kuribayashi; Damon Lee, MD.
- Nov 12 Reading: Media representations and Micronesian Responses in Star-Bulletin, Honolulu Advertiser, etc.
"Micronesians Fill Hawai'i Shelters." Sunday, 8 July 2007. The Honolulu Advertiser. By Will Hoover and Dan Nakaso.
EXAM REVIEW
- Nov 14 **EXAM #2**
- Nov 19 The Ethics of Representation
Critical Analysis Activity– what are the elements of a critical analysis? Students outline a critical analysis of a media representation of Pacific migrants and provide feedback.

Nov 21 Cross-Cultural Currents
 Seeking and Teaching Cultural Competence Jocelyn Howard, Guest speaker
 Read: *Voyaging Together to a New Life: A Handbook for Newcomers to Hawaii*.

LANGUAGE ACCESS LAWS: ISSUES OF TRANSLATION, INTERPRETATION, AND RIGHTS IN HAWAI`I

Nov 26 **Critical Analysis due.**
 Reading: Office of Language Access 2009 Annual Report to the Governor and State Legislature

Nov 28 Thanksgiving Holiday

MICRONESIAN VOICES –Public Policy and Community Development

Dec 3 Listening: the Micronesian Voices in Hawai`i conference (2008).
 Read: 2008 “Micronesian Voices in Hawaii” Conference recommendations
 Report to Hawaii State Legislature

Dec 5 **Essay #5 due.**
 View in Class: *The Land of Eb*, part 1

Dec 10 **Service Learning hours timesheet due.**
 View in Class: *The Land of Eb*, part 2
 Discussion – ethics, the themes of the course, reflections in film

Dec 12 Last Day of Instruction
 Wrapping Up/Reviewing
 Service learning and classroom learning;
 Reflections on Ethics and Writing Intensive courses;
 Instructor evaluations.

Dec 17 **FINAL EXAM 2:15-4:15 pm**