



UNIBETSEDÁT GUÅHAN

Fañomnåkan 2024

CM 110-01 Introduction to CHamoru Studies ONLINE (August 14 – December 13, 2024)

Instructor Information

Name: Dr. Kisha Borja-Quichocho-Calvo

Email: kquichocho@triton.uog.edu

Office Phone Number: 735-2821

Office Hours (HSS120i):

MW – 10:00am-11:00am; 12:30pm-1:30pm

TTh – 4:30pm-5:30pm

By appointment

Note: I can meet online via Zoom.

Course Description

Catalog Description

This course will introduce students to the interdisciplinary approach to CHamoru Studies as a community-engaged academic discipline. It provides a broad survey of major issues and concerns specific to CHamoru society in both historical and contemporary contexts. The course emphasizes CHamoru perspectives, experiences, and systems of knowledge as an effective framework for students to use in their ongoing critical engagement with local, regional, and global issues. The course includes a considerable service-learning and community engagement component that compels students to connect their academic study of CHamoru Studies with communities, organizations, and efforts outside of the university campus.

Course Content

This course will address a host of issues, themes, developments, and problems specific to the critical study of CHamoru people, culture, and society in ways that are accessible to students just entering their undergraduate careers. Course content may include CHamoru epistemologies and identities, colonialism and decolonization, missionization, militarism, gender, arts and culture, development and globalization, environment, and so forth. Students' critical consideration of these issues in an academic setting will be paired with applied community engagement and service learning, allowing students to make meaningful connections between the theoretical and the living communities of which they are a part. This course meets the General Education requirement for Uniquely UOG.

Skills and Background Required

As an introductory course, CM 110 is appropriate for any student who has met the minimum requirements for admission to the University of Guam.

Instructor's Notes:

- Since this is a CHamoru Studies course, we must consider:
 - CHamoru perspectives on CHamoru issues will be brought to the fore.
 - Our role(s) and place in CHamoru lands. What is our relationship to these places we call home?
 - What are the politics of these islands and their peoples?
 - What is our responsibility to CHamoru places and peoples?

It is from here that we will begin our journey.

- During this semester, there will be much discussion and sharing of opinions. In order to create a safe space for discussions, we must respect each other's beliefs and opinions. People do not have to fully agree with each other but must remain open to listening to others. Disrespecting others will not be tolerated.
- Throughout the semester, you will be given several assignments and tasks. Do your best to keep up. Please keep lines of communication open. If you need help, let me know, and I will do my best to support you. You can also email me or schedule a meeting with me.
- **Spellings (of CHamoru and other CHamoru words):** Since this is a CHamoru Studies course, it is imperative that we follow spellings of CHamoru words according to the orthography standards created by the Kumision. This includes the word CHamoru, which is the version we will use in this course (not Chamoru or Chamorro). As stated in the "Language" section on the "[General Information](#)" page: "The University also adheres to spelling and usage conventions developed by the Kumision I Fino' CHamoru, which has the duty of establishing agreement on CHamoru orthography and notifying public and private institutions of updates to the language (P.L. 33-236)".

Course Protocol

Throughout this course, we must practice the following CHamoru values:

- **Inafa'maolek**
 - As Pacific scholar Teresia Teaiwa has reminded us, our classrooms can serve as metaphorical canoes, where as a class, we journey together throughout our time in this course. We must work together and, using the reciprocal processes of teaching and learning, we will sail our canoe through our ocean of sharing and gathering knowledge.
- **Respetu**
 - Respect each other's beliefs and opinions. People do not have to fully agree with each other but must remain open to listening to others. Disrespecting others will not be tolerated.
 - Respect the instructor's time and energy. This means that if an assignment is due on a specific date, do not submit after that date (unless prior arrangements were made). Also, honor the instructor's communication limitations.

- **Hulat Maisa and Inagofli'e'**
 - You are expected to participate in class activities and actively engage in discussions (online and F2F). Moreover, be mindful of how much or how little you are talking. If you think you are speaking too much, invite others to speak. If you are speaking too little, contribute more.
- **Responsibilidat**
 - Do your best to keep up with assignment tasks and course responsibilities. Please keep lines of communication open. If you need help, let me know, and I will do my best to support you.

Course Learning Outcomes (CLO)

Upon completion of this course, students will be able to:

1. Identify in oral and written forms the major issues, themes, developments, and problems specific to CHamoru society in both past and present, and in the specific context of CHamoru Studies as an interdisciplinary, community-engaged academic discipline;
2. Locate issues specific to CHamoru Studies in larger regional and global contexts; and
3. Use skills to engage in service learning directly related to the scope of CHamoru Studies.

CM110 Course Learning Outcomes	CHamoru Studies PLO	Institutional SLO	Methods of Assessment
Identify in oral and written forms the major issues, themes, developments, and problems specific to CHamoru society in both past and present, and in the specific context of CHamoru Studies as an interdisciplinary, community-engaged academic discipline	1, 2, 3, 4	1, 3, 4, 7	Discussion Forums, Community Meeting/Event, Project Kotturan CHamoru, Learning Resource Project, Class Guafak
Locate issues specific to CHamoru Studies in larger regional and global contexts	2, 3, 4	3, 4, 6, 7	Discussion Forums, Community Meeting/Event, and Learning Resource Project
Use skills to engage in service learning directly related to the scope of CHamoru Studies	2, 4	1, 4, 5, 7	Service Learning Project

CHamoru Studies Program Learning Outcomes (PLO)

Students enrolled in the CHamoru Studies Program will successfully demonstrate the ability to:

1. Express ideas and analyses fluently and persuasively in both written and oral forms and in both the CHamoru and English languages;

2. Examine major cultural, historical, political, ecological, and literary themes, developments, and events in the Mariana Islands;
3. Evaluate relevant issues in CHamoru Studies within local and global contexts; and
4. Create original and independent work including formulating and proposing a topic of study, locating appropriate evidence, synthesizing information logically and orderly, and conveying findings clearly.

UOG Institutional Student Learning Outcomes (ISLO)

The expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:

1. Mastery of critical thinking and problem solving
2. Mastery of quantitative analysis
3. Effective oral and written communication
4. Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context
5. Responsible use of knowledge, natural resources, and technology
6. An appreciation of the arts and sciences
7. An interest in personal development and lifelong learning.

For more clarification and examples of how students might demonstrate the ISLOs, see <https://url.uog.edu/islos>

Course Requirements

Since this is an online course, you will need to have regular access to an electronic device in order to access the assigned content, engage in discussions, and complete assignments.

1. Required Course Materials

The course content can be accessed through Moodle. The instructor may also email course materials.

2. Online Tools

For this course, you will need to have regular access to your UOG email, Moodle, and Padlet. The course enrollment key for Moodle is: **FA24KBQ-SMv**

- a. You can access the video on how to use Padlet [here](#).

3. Recommended Website – [Purdue Online Writing Lab \(OWL\)](#) (for APA and MLA formats)

Coursework

1. **Weekly Discussion Forums (120pts, 30% of total grade)** – Students will read/watch and annotate all assigned readings/videos and engage in weekly online discussions (see course calendar for due dates) based on the assigned theme(s), reading(s), and video(s). For their Personal Posts, students will respond to questions posed by the instructor. Personal posts should be relevant to and supported by the readings and should be 250 to 300 words in length. Sources should be cited. Students will also respond to two peers' responses (150 to 200 words per response). **(Moodle)**

2. **ONLINE Community Meeting/Webinar/Event (20pts, 10% of total grade) (CLO 2)** – Students will virtually attend or watch one online meeting/webinar/event that is related to the course (e.g., a talk, forum, or meeting related to the CHamoru culture or CHamoru issues such as land rights, water issues, or political status). They must submit a one-page reaction on the meeting/webinar/event. (Questions to address: What was the purpose of the meeting/event? How does the meeting/event relate to the course? What were the students’ overall impressions and reflections?) For extra credit, students can virtually attend or watch a second event and write a second reaction paper. **(Moodle)**
3. **Service Project (50pts, 20% of total grade) (CLO 3)** – Students will be participating in a service project. They will complete 10 hours of service and will submit a logsheet (with the dates/times and tasks completed) and a one-page reflection. (More details will be provided at a later date.) **(Moodle)**
4. **Project Kotturan CHamoru (30pts, 10% of total grade) (CLO 1)** – Students will select a CHamoru cultural practice that they are unfamiliar with and want to learn more about. They will conduct research on the practice and will create a brief electronic presentation (4-5 slides) to share with the class. They should mention the significance of the practice and why they selected it, provide examples of practitioners who engage in the practices, and share their overall reflections on the cultural practice. The presentation should be no more than 5 minutes in length. Students are expected to provide feedback on two of their peers’
5. **Learning Resource Project (70pts – Proposal: 10pts; Draft 1: 15pts; Final Draft: 25pts; Presentation: 20pts; 15% of total grade) (CLO 1 and 2)** – For this project, students will create a learning resource based on one of the course themes or content (a political, social, or cultural issue covered in the course), which makes information more accessible. The resource can be a song, a website, a poster, a game, a book, an infographic, etc. The project includes the following components: a one-paragraph proposal; Draft 1 of the resource; Final Draft of the resource; and a Presentation. Students will share their resources with the class and use electronic media for their presentations (8-10 minutes). **(Moodle)**
6. **Class Guáfak (20pts, 5% of total grade) (ISLO 7)** – Students will create an original creative piece (poem, video, song, artwork, or 3D object) based on a course theme(s) and inspired by something they learned in the class. They will present the creative piece and briefly discuss the inspiration behind it. Presentations should be 3-5 minutes.

***Note: All assignments should be proofread prior to submission. Review all assignments for content, organization, and grammatical errors.**

Guidelines for Typed Assignments

- Name, date, and course in the top righthand corner
- One-inch margins
- Times New Roman
- Size 12 pt
- Double spaced

Grading Scale

A+	98-100%	4.00	B-	80-82%	2.67
A	93-97%	4.00	C+	77-79%	2.33
A-	90-92%	3.67	C	70-76%	2.00
B+	87-89%	3.33	D	60-69%	1.00
B	83-86%	3.00	F	Below 60%	0.00

I	Incomplete
NC	No Credit
UW	Unofficial withdrawal assigned by Registrar – Student stopped attending classes and did not submit/file required documents.
W	Withdrawal assigned by Registrar – Student stopped attending classes and submits/files required documents.

Class and Online Course Protocol

- Be mindful of yourself and of others.
- Be respectful when sharing and posting. Avoid using profanity and racist, sexist, and derogatory language. This kind of behavior will not be tolerated.
- Do not share peers' information and opinions beyond the context of this class.
- When sending an e-mail to the instructor: Be professional. Greet and address the instructor. Do not use slang. Check for incorrect spellings or grammatical errors. Sign off.

Course and Program Policies

Assignment Submission Policy

All assignments should be submitted on the specified due date. Late assignments will be accepted up to one day late. Students cannot make up scheduled presentations and quizzes.

University Policies and Student Services

EEO/ADA/Title IX Policies and Commitment to Student Learning

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 and Title IX Office at (671) 735-2244, (671) 735-2971, TDD (671) 735-2243 or eeo-ada@triton.uog.edu

ADA Accommodation Services

If you are a student with a disability who will require an academic accommodation(s), please contact the Student Counseling and Advising Service Accommodations Office to discuss your confidential request. Please provide an accommodation letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor. To register for academic accommodations, please contact or visit the Student Center, Rotunda office #6, disabilitysupport@triton.uog.edu or telephone/(TDD) (671) 735-2460.

Plagiarism Policy

Plagiarism is a serious academic offense and will not be tolerated in this course. The University of Guam defines plagiarism in the Student Code of Conduct as follows: “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” (p. 35). Plagiarism will result in the failure of the assignment. For more serious consequences, the student will be referred to the Student Discipline and Appeals Committee.

Use of Artificial Intelligence (AI)

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.**

Counseling Services and Other Additional Resources

Student Counseling/Wellness Office: (671) 735-2890; wellness@triton.uog.edu (location: HSS103)

I Pinangon Campus Suicide Prevention Program: (671) 735-2883; ipinangon@triton.uog.edu

Writing Center

If you need help with your writing assignments, contact the Writing Center: writingcenter@uog.edu
Appointments can be made online: <https://sites.google.com/view/dealwritingcenter/> (location: EC204)

Campus Security (G4S): (671) 888-2456

Accessibility Information for Online Tools

- Padlet: <https://padlet.com/about/accessibility>
- YouTube: <https://www.youtube.com/howyoutubeworks/policies/community-guidelines/>

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, or natural disasters.

CM110-01 ONLINE Course Calendar (Fanuchånan 2024)

Date	Theme	Course Content	Activities and Assignments Due	Notes/ Assignment Directions
Week 1 (8/14-8/16)	Introduction and Course Set-up	Listen: -“ Fanohge CHamoru ” (1:58) -“ Gi Talo gi Halom Tasi ” (3:27)	Introductions Syllabus Course setup Syllabus Quiz	All assignment due dates are based on CHamoru Standard Time (ChST).
Week 2 (8/19-8/23)	I Tinituhon	Read: -“ Puntan and Fu’una ” (A.P. Hattori, 2021) -“Pontan and Fo’na” (T.L. Perez) - Puntan Påtgon (T. Mendiola) Watch: -“I Tinituhon” video at the end of Hattori’s “ Puntan and Fu’una ” article -“ Maisa the Chamoru Girl Who Saves Guåhan ” (35:18) Listen: -“ Indigenous Storytelling – Lino Olopai ” (32:05)	Discussion Forum: Personal Response due 8/23 Peer Responses due 8/26	
Week 3 (8/26-8/30)	CHamoru worldviews, values, and practices	Read: -“ Land Ownership in Guam ” (M. Phillips) - <i>I Hinenggen Chamorro Yan I Salut Hinasso</i> (J. Arriola); read Ch. 2 (pp. 18-30) only -“Conversations with Man-Aniti” (G. Cabrera and H. Tudela)	Discussion Forum: Personal Response due 8/30 Peer Responses due 9/03 (because of the holiday)	

		<p>-“Facts You Need to Know about Gathering Community Input” (G. Cabrera, C. Kaipat, K. Marsh-Taitano, and R. Perez)</p> <p>Watch:</p> <p>-“Navigating Cultures” (10:12)</p> <p>-“Ancient Village Place Names” (16:39)</p>		
<p>Week 4 (9/02-9/06)</p>	<p>“Our Sea of Islands”: On Oceania</p>	<p>Read:</p> <p>-“Our Sea of Islands” (E. Hau‘ofa)</p> <p>-<i>Teaching Oceania (Vol. 6)</i></p> <p>Watch:</p> <p>-“Unrest Erupts Again in New Caledonia” (1:57)</p> <p>-“New Caledonia Riots Reignite Debate” (6:26)</p> <p>-“West Papua Territory Unrest” (3:23)</p> <p>-“The Battle for West Papuan Independence” (2:00)</p> <p>-Nihi! Kids Talk about West Papua (7:34)</p> <p>-“Like a Mighty Wave: A Maunakea Film” (15:19)</p> <p>-“Litekyan” (15:12)</p> <p>-Nihi! Kids Talk to People from Pagan (10:37)1</p> <p>-“Dear Matafele Peinem” (3:11)</p> <p>-“Kiribati and Climate Change” (12:26)</p>	<p>Discussion Forum:</p> <p>Personal Response due 9/06</p> <p>Peer Responses due 9/09</p>	
<p>Week 5 (9/09-9/13)</p>	<p>Marianas History</p>	<p>Read:</p> <p>-<i>I Hinenggen Chamorro Yan I Salut Hinasso</i> (J. Arriola); read Ch. 2 (pp. 16-18) only</p>	<p>Discussion Forum:</p> <p>Personal Response due 9/13</p> <p>Peer Responses due 9/16</p>	

		<p>-A Nation Divided (Z. de Ishtar) -Historic Eras of Guam</p> <p>Watch: -“The Prelatte and Latte Period” (19:21) -“The Fishing and Farming Tools” (16:57)</p>		
<p>Week 6 (9/16-9/20)</p>	<p>Colonial History and Indigenous Rights</p>	<p>Read: -“Navy Blues” (Hattori, 2014) -“Richard P. Leary General Order Nos. 1-21” (Guampedia) -“The Reunification of the Marianas?” (T. Arriola) -“Guam – A Territory Like No Other” (Commission on Decolonization)</p> <p>Watch: -“Decolonization 101” (31:28) -“How the US Territory of Guam Became an American Colony” (10:53) -“Could the Community Decide Reunifying the Marianas?” (2:42)</p> <p>Review: -The Commission on Decolonization site: https://decol.guam.gov/ -CNMI Constitution -UN Declaration on the Rights of Indigenous Peoples</p>	<p>Discussion Forum: Personal Response due 9/20 Peer Responses due 9/23</p>	
<p>Week 7 (9/23-9/27)</p>	<p>CHamoru Language</p>	<p>Read: -“Introduction” to <i>Para M̄anu Hit Mo’na?</i> (K. Kuper) (pp. 5-17 only)</p>		

		<p>-“The Fight to Save CHamoru” (A. Hofschneider)</p> <p>-“English and Chamorro Language Policies” (M. Clement)</p> <p>Watch:</p> <p>-“Chamorro Place Names – Thomas Sholtz” (32:30)</p> <p>-Interview with Dr. Robert Underwood (video, 15:06)</p> <p>-“Sesson na Sinangan Siha” (14:41)</p>	<p>Discussion Forum:</p> <p>Personal Response due 9/27</p> <p>Peer Responses due 9/30</p>	
<p>Week 8 (9/30-10/04)</p>	<p>Militarization in the Marianas</p>	<p>Read:</p> <p>-This Isn't Your Island (C. Gelardi and S. Perez)</p> <p>-Micronesian Educator (Vol. 31): Guest Editors' Introduction (pp. 2-6), “Securing Nature” (T. Arriola) (pp. 92-119), and one other essay of your choice</p> <p>-“Poison in Our Waters” (L. Camacho)</p> <p>Watch:</p> <p>-“Tip of the Spear: How Mariana Islanders View Their Relationship with the US Military” (1:02:02)</p> <p>-“Navy Details Plans to Continue MITT” (2:57)</p> <p>-“The Destruction of Farallon de Medinilla” (1:11)</p>	<p>Discussion Forum:</p> <p>Personal Response due 10/04</p> <p>Peer Responses due 10/14 (because of Fall Break)</p>	
<p>(10/07-10/11)</p>		<p>No Class – Fall Break</p>		

<p>Week 9 (10/14-10/18)</p>	<p>Militarization in the Pacific</p>	<p>Read: -Teaching Oceania – Vol. I (pp. 1-20 only)</p> <p>Watch: -“Troubling the American Lake” (1:35:45)</p>	<p>Proposals for Learning Resource Project due 10/19 (Moodle)</p> <p>Discussion Forum: Personal Response due 10/18 Peer Responses due 10/21</p>	
<p>Week 10 (10/21-10/25)</p>	<p>CHamoru Health</p>	<p>Read: -Preserving the Traditional Healing Practices (T. Lizama); (pp. 94-109) -Medicinal Plants and Traditional Knowledge in the NMI (D. Nandwani et al.)</p> <p>Watch: -“The Medicine of the Ancient People” (18:06) -“Amot Chamoru-Traditional Medicine for Changing Times in the Marianas” (13:11)</p> <p>Listen: -“Amot Chamorro” (30:55)</p>	<p>Discussion Forum: Personal Response due 10/25 Peer Responses due 10/28</p>	
<p>Week 11 (10/28-11/01)</p>	<p>CHamoru Education</p>	<p>Read: -“Acculturation in the Spanish Era” (Yamashita) -“Education during the US Naval Era” (Underwood) -“English and Chamorro Language Policies” (Clement) -“Education after WWII” (Auyong) -“Role of Education” (Lujan)</p> <p>Watch:</p>	<p>Draft 1 of Learning Resource Project due 11/01; provide feedback on two assigned peers’ drafts by 11/06</p> <p>Discussion Forum: Personal Response due 11/01 Peer Responses due 11/04</p>	

		<p>“CHamoru Language Immersion” (1:36:25)</p>		
<p>Week 12 (11/04- 11/08)</p>	<p>CHamoru Arts & Media</p>	<p>Read: -“Gadao yan Otro Pinenta Siha” (Bevacqua) -“Contemporary Art” (Guampedia) (select topics); -“Performance Arts” (Guampedia) (select topics) -Storyboard 20</p> <p>Watch: -“Guam Chamorro Chant” (video, 3:15) -“Kottura para Un Ratu” (video, 1:20) -“Team Guahan BNV” (video, 3:58) -“2013-Brave New Voices – Guam Team” (3:37) -Nihi! Indigenous Media (watch at least two videos)</p> <p>Listen: -At least one CHamoru song</p>	<p>Discussion Forum: Personal Response due 11/08 Peer Responses due 11/12 (because of the holiday)</p>	
<p>Week 13 (11/11- 11/15)</p>	<p>Virtual Field Trips / Talk Story Sessions</p>	<p>Watch: -Select 3 different videos from the following PBS University features:</p> <ul style="list-style-type: none"> • “Historic Sites (w/ CHamoru captions) and Archaeology of Guam and the Mariana Islands” • “Manãmko’ to Manhoben” 	<p>Discussion Forum: Personal Response due 11/15 Peer Responses due 11/18</p> <p>Work on remaining course assignments</p>	

Week 14 (11/18- 11/22)			Project Kotturan CHamoru Presentations due 11/22	
Week 15 (11/25- 11/27)			Service Hours Log sheets and Reflections due 11/27 Work on Learning Resource Projects	
Week 16 (12/02- 12/06)	Last week of instruction		Learning Resource Projects and Presentations due 12/06	
12/10- 12/12		EXAM WEEK	Due December 12: <ul style="list-style-type: none"> • Class Guáfak projects • Community Meeting reflections due 	