Curriculum Details

Course Record ID
689

Entry Type
New (draft)

Notes and Special Changes

1. Justification
This course articulates with PACS 108 at UH Manoa and will complement HWST 107 at WCC. The course connects with WCC's strategic plan through its focus on Pacific Islander experience, thus encouraging native Hawaiian enrollment and promoting their educational success through culture-based education here at Windward Community College.

2. Course Alpha
PACS

3. Course Number
108

4. Course Title (long)
Pacific Worlds: An Introduction to Pacific Islands Studies

5. Course Title Short
Pacific Worlds

6. Course Credits
3

7. Course Credit Upper Range
Repeatable

Will default to 98 (this is how often someone can sign up for the course (not how many times they can apply it to a degree)

8. Course Description

This course situates Hawai‘i in the larger context of Oceania and exposes students to issues, themes, values, and practices across the region. It also introduces students to the geography, societies, histories, cultures, and arts of Oceania, including Hawai‘i. Combines lecture and discussion that emphasize Pacific Islander perspectives and experiences.

9. Course Pre-Requisites

none

10. Course Co-Requisites

none

11. Course Recommended Preparation

none

12. Contact Hours (lecture, lab, lecture/lab)

3 hours lecture

13. Department

Social Sciences

14. Cross-Listing

none

15. Course Content

16. Course Competencies
17. Assessments, Tasks, and Grading

The assessment of course SLOs will be based upon attendance and class participation, completion of homework assignments, projects, and written examinations. Some assignments might include: COMMUNITY DAY: The community service day will be discussed in class, but is outside of class time. There is a homework assignment tied to the service learning day. HOMEWORK ASSIGNMENTS: Written online (Laulima) summaries/reaction papers to reading assignments and lectures will occur weekly throughout the semester. PACIFIC WORLDS PROJECT: The student will conduct a semester project on the ecological, political, cultural, and social situation in a Pacific Island group or region, focusing on contemporary issues that stem from post-colonial shifts and forces of globalization; or complete some artistic or culturally-specific creation of the student’s design (cultural art in a natural medium, poetry or play, fictional short story, that includes a written portion and a cultural product/artifact that is presented in class. The project includes a written report as well as a class presentation on the topic/creation. Details regarding this project will be presented. GROUP PRESENTATION: Vaka (voyaging canoes) are formed on the first day of class and students will remain on-board the duration of the semester. Each waka will be responsible for leading class and online discussions for two class sessions (one week/3 hrs) during the semester. Groups are graded on coverage of reading assignments and related homework discussion questions, presentation forms, cohesiveness within the vaka, and creativity that relates to indigenous forms of learning and culture-based instruction.

Grading Options

Will be set to Banner default

18. Auxiliary Materials and Content

A reader and/or a textbook will be available that includes Pacific Islander authors. Readings might also have online discussion questions to which the student is required to respond. Other resources may include video presentations, guest speakers and performers, field trips, and service-learning opportunities as detailed in the course syllabus.

19. Additional Activities outside of class and class time

20. Special Costs connected to the course

none.
21. What are the Student Learning Outcomes?

The student learning outcomes for the course are: 1. Locate and name the island groups, geographic regions, and political entities of Oceania. 2. Describe social and cultural similarities and differences among Pacific Island societies. 3. Identify themes in the works of Pacific Island artists and writers. 4. Discuss contemporary social, political, economic, cultural, and environmental issues in the Pacific Islands. 5. Explain significant themes in indigenous, colonial, and postcolonial histories of the Pacific Islands. *Note: These SLOs are part of the multi-campus articulation agreement.

22. Connection between the Course SLOs and the College's General Education Outcomes

GenEd: Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts.

GenEd: Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.

23. How does the proposal connect to the college’s strategic plan?

This course connects with the strategic plan through its focus on Pacific Islander experience, thus encouraging native Hawaiian enrollment and promoting their educational success through culture-based education at Windward Community College. Specifically, this course addresses Strategic Outcomes #1 and #2, as explained below: S.O. #1 To position the University of Hawai‘i as one of the world's foremost indigenous-serving universities by supporting the access and success of Native Hawaiians. Especially by offering addressing alternative pathways to educational success through the development of courses in Pacific Islander thought modalities, thus addressing S.O. #1.4: Increase the number and percent of Native Hawaiian students who, if assigned to a developmental intervention, successfully complete that sequence and move on to college-level instruction. S.O. #2 To increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiian, low-income students and those from underserved areas. Especially by offering alternative pathways to educational success through the development of courses in Pacific Islander thought modalities, thus addressing S.O. #2.4: 2.4 Increase by 3% the number of students who successfully progress and graduate (4,181 degrees by 2015), or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

24. Describe the staff that will be needed

A lead instructor with a Pacific Islands Studies or related degree (Indigenous Studies,
Hawaiian Studies, Anthropology, or others with a master's in a Pacific-islands-related topic).

25. Describe the facilities that will be needed, including special rooms

none

26. Describe any other resources that will be needed

27. How will the staff, facilities, and other resources for the course be secured?

Qualified faculty and lecturers are already employed at the college.

28. Certificates

ASCHawn ASCHawn-H

29. Connection to the AA degree

AADS

30. Maximum Credits Towards an AA Degree

3

31. List any similar classes taught at outside of the UH system

BYU Hawaii, PAIS 105: Introduction to Pacific Island Studies

32. List any similar classes taught at campuses in the UH System.

PACS 108 is taught at UH Manoa, Leeward Community College, Kapiolani Community College, UH West Oahu, UH Hilo, and UH Maui. There is an existing articulation agreement between these campuses.

33. How, if at all, is the course intended to count in lieu of a course taught at a four-year campus.

34. How, if at all, is the course similar to upper-division courses in the UH System.
35. How does the course articulate with four-year programs (Gen Ed)?

none

36. List any articulations between this course and any four-year program.

It is appropriate for articulation with the PACS 108 taught at UH Manoa, UH West Oahu, UH Hilo, and UH Maui.

End of Proposal