

Asian American Studies 33A: Asian American U.S. History and Politics I

Topic or concept: Ocean Worlds

Traditionally, Asians and Pacific Islanders are clumped into a singular racial category, especially with respect to government definitions. This lesson focuses on establishing what makes the Pacific/Oceania distinct from Asia. These differences allow us to understand how the experiences and histories of Pacific Islanders and peoples of Oceania vary from those from Asia. In doing so, students will gain an understanding of how to discern the needs of Pacific Islanders in the U.S.

Basic objectives for preparatory work:

1. On a map of the Pacific, identify these three areas of Oceania: Polynesia, Melanesia and Micronesia.
2. Name at least two countries from Polynesia, Melanesia, and Micronesia
3. Name at least two ethnic groups from Polynesia, Melanesia, and Micronesia
4. Briefly describe Native Hawaiian society before European colonization

Advanced objectives for classwork & after class work:

1. Explain the basic idea behind Epele Hau`ofa's Ocean Theory
2. Define colonization. Describe its impact in Oceania using at least one specific example.
3. Define settler colonialism and apply it to Asians in the Pacific.
4. Apply Hau`ofa's Ocean Theory to a contemporary social issue (e.g. immigration, police brutality, educational access)
5. Describe how foreign intervention in Hawai'i impacted Native Hawaiian society; how this impact continues to today via tourism, education, media, criminal justice, etc.
6. Identify everyday practices that contribute to the erasure of indigenous cultures/consciousness; identify everyday actions that can revive/empower indigenous cultures/consciousness

Plan for Day I

	Time planned	Activity and rationale	Resources needed
Beginning of class period	10-15 minutes	Mini-Lecture (10 - 15 minutes): An Overview of Oceania - Map and geography basics; will include i-Clicker activities - Introduce indigenous values - Conflict between indigenous and Western thought (mana, kapu, etc.)	For instructor: Lecture prep/slides For Students: Notetaking materials; i-Clicker

	Time planned	Activity and rationale	Resources needed
		- end with i-Clicker Quiz	
Middle of period	10-15 minutes	<p>Small Group Work: (10-15 minutes)</p> <p>(a) Students will access their reflections regarding the Hau`ofa article and share their takeaways, passages and reflections. Each group will be given three notecards. On the notecards, they will share: (1) takeaway, (1) passage, and (1) question that reflects the group's understanding of the article.</p> <p>(b) Once groups are done, they will tape their notecards on the designated areas on the board.</p> <p>(c) After the notecards are posted, students will read other groups responses and mark the ones that resonate most with them.</p>	<p>Instructor: Notecards, markers, tape</p> <p><i>Students: will need their devices to access short reflections they were assigned.</i></p>
Middle of period (use if needed)	10-15 minutes	The class will process and discuss what's on the notecards.	N/A
End of period	5-10 minutes	I will give parting thoughts on the day's activities and provide a reminder of the work required for the next class.	Instructor: Remind students of Canvas assignment and send e-mail reminder.

Plan for Day II

	Time planned	Activity and rationale	Resources needed
Beginning of class period	10-15 minutes	<p>Mini-Lecture (10 - 15 minutes): Important terms</p> <p>- Ocean Theory</p>	<i>For instructor: Lecture prep/slides</i>

	Time planned	Activity and rationale	Resources needed
		<ul style="list-style-type: none"> - Colonization/Colonialism - Setter Colonialism - Tourism - The Overthrow of the Hawaiian Kingdom (highlights)	For Students: Notetaking materials; i-Clicker
Middle of period	<i>10-15 minutes</i>	Three-Minute Paper Writing and Discussion: Act of War Film (10-15 minutes) (a) Individually, students are given three minutes to write a short reflection on the film Act of War. (b) Once they are done, they will share in a large group format their reflections.	Instructor: N/A <i>Students: writing materials</i>
Middle of period (use if needed)	<i>10-15 minutes</i>	Prediction Activity: Let's re-write history. (10-15 minutes) (a) The class will break up into small groups and answer the following questions: What if the United States did not annex Hawai'i? How would this impact our general understanding of Pacific Islanders? Of indigenous peoples across the world? (b) large class discussion/share	<i>Instructor:</i> <i>Large sheets of paper for groups to outline their bullet points</i> <i>Another option: Assign each group a space on the dry erase board to provide bullet-point responses to the questions.</i>
End of period	<i>5-10 minutes</i>	I will give parting thoughts on the day's activities and provide a reminder of the work required for the next class.	Instructor: Remind students of Canvas assignment and send e-mail reminder.

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<ul style="list-style-type: none"> Describe how foreign intervention in Hawai'i impacted Native Hawaiian society; how this impact continues to today via tourism, education, media, criminal justice, etc. Identify everyday practices that contribute to the erasure of indigenous cultures/consciousness; identify everyday actions that can revive/empower indigenous cultures/consciousness 	<p>Activity: At-home reflection.</p> <p>Students have the option to submit a short voice/video recording or a 300-word response to the given prompt.</p> <p>Rationale: This lesson can often be overwhelming. This is why before the unit begins, students have to answer a simple question: What do you know/think you know about Pacific Islanders? How do you know this? (Is the information from media, family, etc.) I like to begin each major unit students framing what they currently know. That way, when we come to the reflection portion at the end of the lengthy lesson, it helps them understand exactly what they've learned.</p> <p>The reflection is short, and I am including a voice/video option so that students can feel they can express their reactions freely.</p>	<p>Reflection assignment. Using the initial writing assignment where you were supposed to write everything you knew/thought you knew about Pacific Islanders, please compare/contrast what that to what you have learned in this lesson.</p> <ul style="list-style-type: none"> Did you learn anything new? How did the lesson change or impact your understanding of this community? <p>The reflection piece will be submitted via Canvas. You have the option of submitting a 2-minute voice/video reflection, or a 300-word response.</p>

GUIDED PRACTICE

Class: AAS 33A

Instructor: Joanne L. Rondilla (joanne.rondilla@sjsu.edu)

Date assigned: 9/6

Date due: 9/10

Time estimate to complete this assignment: The assignments itself will take 30 minutes.

Reading/viewing will depend on student's individual pace.

Overview/Introduction

What is this lesson about? Why do we care?

Traditionally, Asians and Pacific Islanders are clumped into a singular racial category, especially with respect to government definitions. This lesson focuses on establishing what makes Oceania distinct from Asia. These differences allow us to understand how the experiences and histories of Pacific Islanders and peoples of Oceania vary from those from Asia. In doing so, students will gain an understanding of how to discern the needs of Pacific Islanders in the U.S.

Learning Objectives

Basic objectives

List 3-5 learning objectives that you expect students to be able to master on their own before class.

1. On a map of the Pacific, identify these three areas of Oceania: Polynesia, Melanesia and Micronesia.
2. Name at least two countries from Polynesia, Melanesia, and Micronesia
3. Name at least two ethnic groups from Polynesia, Melanesia, and Micronesia
4. Briefly describe Native Hawaiian society before European colonization

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering.

1. Explain the basic idea behind Epeli Hau'ofa's Ocean Theory
2. Define colonization. Describe its impact in Oceania using at least one specific example.
3. Define settler colonialism and apply it to Asians in the Pacific.
4. Apply Hau'ofa's Ocean Theory to a contemporary social issue (e.g. immigration, police brutality, educational access)
5. Describe how foreign intervention in Hawai'i impacted Native Hawaiian society; how this impact continues to today via tourism, education, media, criminal justice, etc.
6. Identify everyday practices that contribute to the erasure of indigenous cultures/consciousness; identify everyday actions that can revive/empower indigenous cultures/consciousness

Preparatory Activities and Resources:

Give detailed, action-oriented instructions for completing the Guided Practice assignment. Keep in mind that the activities should be minimal, simple, engaging, productive, and failure tolerant (see Talbert, 2017, pg. 135)

In-Class Activity: (during the session before they do the homework)

5-minute free-write: What do you know (or think you know?) about Pacific Islanders? How do you know this? Where is this information from?

Homework:

(1) Read: "Our Sea of Islands" by Epele Hau`ofa

Once the reading is completed, students will post a short reflection on Canvas listing three main takeaways from the article. They will also copy three different passages they found striking or have questions about.

(2) View: *Act of War: The Overthrow of the Hawaiian Nation* (There will be a simple embedded quiz in the video via ARC on Canvas).

Media Playlist (links provided on Canvas):

- "What Pacific Islanders Want You to Know"
- "What Does it Mean to be Indigenous from a U.S. Colony?"

Exercises: Please complete by our class meeting on September 10th.

Questions?

Please post any questions or comments you have under this unit's "Hallway Discussions" section.

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: AAS 33A

Instructor: Joanne L. Rondilla (joanne.rondilla@sjsu.edu)

Date assigned: 9/10

Date due: 9/17

Time estimate to complete this assignment: (Note that this is advanced practice, so is expected to take longer than a preparatory assignment – but not TOO long! Keep it reasonable.)

Learning Objectives

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering in class and after class.

- Explain the basic idea behind Epeli Hau'ofa's Ocean Theory
- Define colonization. Describe its impact in Oceania using at least one specific example.
- Define settler colonialism and apply it to Asians in the Pacific.
- Apply Hau'ofa's Ocean Theory to a contemporary social issue (e.g. immigration, police brutality, educational access)
- Describe how foreign intervention in Hawai'i impacted Native Hawaiian society; how this impact continues to today via tourism, education, media, criminal justice, etc.
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Activities & deliverables

1. Give detailed, action-oriented instructions for completing the assignment. Make sure to also include a reflective component.
2. Describe what students should turn in, by when.

Homework: Due 9/17

Reflection assignment. Using the initial writing assignment where students were supposed to write everything they knew/thought they knew about Pacific Islanders, students will compare/contrast what they have now learned to what they thought they knew. Did they learn anything new? How did the lesson impact their understanding of this community? How did the lesson change their understanding of this community? The reflection piece will be submitted via Canvas. They have the option of submitting a 2-minute voice/video reflection, or a 300-word response.

Resources:

Give a "playlist" of resources to help students complete the assignment.

Media Playlist (links provided on Canvas):

- "What Pacific Islanders Want You to Know"
- "What Does it Mean to be Indigenous from a U.S. Colony?"

Readings (provided on Canvas):

- Okihiro: Introduction, Chapter I "Ocean Worlds" (read only pp 33-39)

Questions?

Give a way for students to get help.

Please post any questions or comments you have under this unit's "Hallway Discussions" section.