

ENGLISH 333 - Topics in Global Literature
The Ocean Is in Us: Navigations in the Pacific

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 Class: T/Th 10:00AM to 11:50AM
 Hours: Tuesday, 12Noon to 2:00PM

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“That the sea is as real as you and I, that it shapes the character of this planet, that it is a major source of our sustenance, that it is something we all share in common wherever we are in Oceania-- all are statements of fact. But above that level of everyday experience, the sea is our pathway to each other and to everyone else, the sea is our endless saga, the sea is our most powerful metaphor, the ocean is in us.”

--From “We Are the Ocean” by Epeli Hau`ofa

COURSE DESCRIPTION

This course asks you to leave behind the familiarity of continental land and step into a canoe bound for Oceania. We will navigate through songs and chants, poetry and novels, films and visual art, and we will read foundational texts as well as contemporary ones from well-known Pacific and Euro-American writers. The primary goal of this course is to introduce Pacific Literature from the perspective of the Pacific. To that end, we will island-hop and time-travel; the metaphor of the ocean is what holds these texts together. All majors are welcome and have something to contribute to the journey; just be prepared to triangulate your knowledge with textual analysis.

An additional note: This is a fast-paced literature course true to the intent of the 300-level. What does that mean? For starters, a lot of reading. Five books plus additional written excerpts and a film. Literary analysis and context-- historical, cultural, literary-- will be taught, so while you are not expected to know how to handle these texts prior to the course, you will be expected, by the end of the term, to speak of these texts-- and any literary text-- on multiple levels.

TEXTS

Required

- * Grace, Patricia. *Dogside*. University of Hawaii Press, 2002.
- * Melville, Herman. *Typee*. Penguin Classics, 1996.
- * McDougall, Brandy Nalani. *The Salt-Wind: Ka Makani Pa`akai*. Kuleana Oiw Press, 2008.
- * Barclay, Robert. *Melal*. University of Hawaii Press, 2002.
- * Additional excerpts available on Canvas.

Suggested for Purchase

- * Hau`ofa, Epeli. *We Are the Ocean: Selected Works*. University of Hawaii Press, 2008.
- * Kahakauwila, Kristiana. *This is Paradise: Stories*. Hogarth Press, 2013.
- * A list of other supplementary texts are available on Canvas. Although not mandatory reading, you may use them as part of your group work, Think/Writes, quizzes, and exams.

PLAGIARISM

Plagiarism is presenting the work of another as your own, including mishandled citations. Plagiarism is also considered to be the submission of the same work to two or more classes

without express permission from both instructors. In other words, original work by you is the only acceptable work. If you are uncertain in any way about the quality of a citation or use of a source, talk to me before submitting the assignment.

I take plagiarism very seriously. In most cases it leads to an “F” in the course. It is not worth risking your grade, nor your entire academic career, to plagiarize any aspect of your work.

CLASS EXPECTATIONS

In keeping with Oceanic traditions, everyone has a place in the canoe *and* is called to contribute to its function. In other words, not only will you ride with us, but you must do your part in paddling. To that end, active contributions to group work, online postings, and discussion is essential to the success of the course and your learning within it. Moreover, appreciation of your fellow paddlers-- evidenced through peer review, discussion, community study, and attitude-- is also essential to the canoe’s successful navigation.

Attendance

- Attendance is crucial to your learning in this course. More than *two* unexcused absences will adversely affect your grade.
- **Even if you are absent, any assignments due that day are still expected to be turned in, on time.** For “hardcopy” assignments, give them to a classmate to hand in, drop them off at the English office (HU 329), or email them to me to “stop the clock.” I will not grade materials sent by email, though, so be sure to print a hard-copy for the next class meeting.
- It is your responsibility to ask for materials and information covered in your absence. Your syllabus and group members are excellent resources.
- In the case of a serious illness, family emergency or other extenuating circumstances that may affect your attendance, email or speak to me BEFORE you’ve missed multiple classes. I am able to be more flexible when we have discussed the situation at hand. Similarly, if you are an athlete and your athletics affect your attendance, you should bring a signed note from your coach with your traveling/game dates PRIOR to being absent.
- Reasonable accommodation for persons with documented disabilities can be arranged through Disability Resources for Students at Old Main 110 or by email at drs@wwu.edu. Please bring documentation to me within the *first week* of class so we can work together from the start.

Mobile Phones/ Laptops

- As a rule, all cell phones should be TURNED OFF when you enter the classroom. If you are texting, then you are not fully present in the classroom. Therefore, I consider texting the same as an absence, and it will affect your grade similarly.
- I discourage the use of laptops in the classroom. (If there is an activity for which this an exception, I will explicitly state that. Please stay flexible and be prepared to hand-write class notes.)

Late Work

- Because of the timeliness of all assignments, no late work will be accepted.
- “Hardcopy” work, such as Study Questions, is due at the beginning of class on the due date given in your class schedule.

- Online work (namely, Think/Write assignments) are due to Canvas prior to 8am on the morning of their due date. To this end, I *strongly* suggest you pretend that the deadline is midnight of the evening prior. Most university students I know have a much easier time staying up late than getting up early.

Personal Conferences

I invite you to stop by office hours to introduce yourself, discuss the texts, and/or seek assistance with the material. I offer one point of extra credit for initiating your first personal conference. If office hours don't fit with your schedule, email and suggest an alternate time. I very much enjoy getting to know my students as well as learning about their experiences with this class, literature, and life as a whole.

A further note, I tend not to check email after 5pm on weekdays or over the weekend. Email me at any hour you please, but realize that my response will come during "working hours."

ASSIGNMENTS & GRADING

Formatting

Written assignments must be double-spaced with 1-inch margins and typed in a reasonable 12-point font. Number your pages and staple (or paper clip) everything! Grammatical errors and typos are distracting, so be sure to proof-read all of your assignments. ***Please avoid having extra spacing between paragraphs.***

The Breakdown

| | |
|--------------------------------|--------------|
| Quizzes/ Midterms | 35% |
| Think/Writes & Study Questions | 30% |
| Final Paper | 15% |
| Group Presentation | 10% |
| Participation | <u>10%</u> |
| Total Points: | 100 % |

Assignments

Two **Mid-term Exams** will consist primarily of essay questions. The material covered will be based upon your reading of the texts up to that point, the films viewed, and our class discussions. The exams' content will be driven by you and your classmates via your study questions.

Quizzes are stepping-stones designed to help you grow confident in the terminology, geographies, and theories of the course. To that end, they are weighed less than the exams, even if at times they are similar in structure.

Think/Writes are "micro essays," submitted to Canvas, that allow you the opportunity to explore your understanding of the texts under study as well as to express your personal response to them. You are welcome to incorporate in-class free-writes by revising and building upon them for the more formal Think/Writes. Detailed assignment directions are available on Canvas.

Study Questions are generated by you individually, and then discussed in small groups. At the end of discussion, each group will select ONE or TWO of these questions to be considered for inclusion in the mid-term. Please indicate the top one or two questions of the day by highlighting them before you turn in each student's list. Also, please include group notes regarding your discussion of the answers. TIP: Sometimes there will be noticeable overlap in the questions; at other times a question may be so insightful that it opens up a whole new interpretation of the reading. Either is useful and worthy of highlighting.

The **Final Paper** will develop naturally from the practice of prior two midterm exams, five Think/Writes, in-class literary analysis and discussion, and your own curiosities. You will be expected to submit a polished, thoughtful, literary essay at the end of the quarter.

Group Presentations: Rather than requiring the purchase of a companion history textbook, I have instead decided that the class as a whole will endeavor to educate one another about the history, peoples, and cultures of Oceania. To this end, the class will be broken into island groups. From there, each individual will choose an event, tradition, or cultural object related to his/her island(s) and present it to the class. The individual student is asked to research briefly and write-up a two-page (double-spaced) report. He/she will deliver this report alongside a few of his/her classmates in a 4-6 minute presentation. (On most class days we will open and/or close with presentations. Your particular presentation date depends on the island group you choose.) Multi-media is most welcome. For a list of suggested topics and more tips, please refer to Canvas.

Participation comprises the final portion of your grade and includes peer review, in-class writing assignments, and active engagement with group and whole class discussion. Please speak to me if you are someone who finds speaking in front of groups terrifying. I am always happy to work with students to help them satisfy the expectations of the course while still honoring their comfort level.

Grading

An “A” is an indication of superior thinking and writing that shows a mastery of the concepts, terminology, and cultural and literary ramifications of the texts under study. “A” work blends rigorous academic discussion with personal exploration. Few or no grammatical or mechanical mistakes can be found, and the language is excellent and pleasurable to read. Finally, a sense of the complexity of the ethical, socio-political, and historical issues under study is evident.

A “B” is an indication of very good work (talented, capable, proficient and well-edited). A “B” paper/project offers discussion of the texts and the writer’s personal response to them. However, the exploration lacks in depth and/or complexity, whether in terms of cultural consideration, literary analysis, or historical/ socio-political situations explained in class. A few writing mistakes may occur in the paper but do not distract from understanding.

A “C” is an indication of adequacy, merely passing work. The assignment has been turned in, on time, and to the page length, but it lacks depth or fails to account for all the connections that are to be made between the text and the supplementary ideas offered in class. Little revelation regarding historical and/or socio-political issues is made.

A “D” is lacking in completion of assignment, whether in terms of length, thought, or quality of writing.

An “F” is failure to turn-in a significant portion of the assignment.

Note: Syllabus is subject to change.

| DATE | IN-CLASS | DUE |
|---------------------|---|---|
| Thurs., Sept. 25 | Syllabus Reference Points: <i>Introductions</i> Geographies & Origins | |
| Tues., Sept. 30 | Cultural Heritage & Historiography (Group Presentation Sign-up) | Hau`ofa: "Our Sea of Islands" & "The Ocean in Us" (Canvas) <i>Nga Moteatea (The Songs)</i> : Selected "Canoe Fragments" (Canvas & Handouts in Class) Think/Write #1 (Online) |
| Thurs., Oct. 2 | European Discovery & Christianity | Grace: <i>Dogside</i> |
| Tues., Oct. 7 | Decolonization | Grace: <i>Dogside</i> Think/Write #2 (Online) |
| Thurs., Oct. 9 | Quiz #1: Pacific Map | |
| Tues., Oct. 14 | Midterm #1 Prep | Study Questions: <i>Set #1</i> |
| Thurs., Oct. 16 | Midterm #1: Argument Building | |
| Tues., Oct. 21 | Trade, Change, and Colonial Policy | Melville: <i>Typee</i> |
| Thurs., Oct. 23 | Close Reading: Practice | Melville: <i>Typee</i> |
| Tues., Oct. 28 | Annexation & Sovereignty | Kahakauwila: "Wanle" McDougall: <i>The Salt-Wind: Ka Makani Pa'akai</i> |
| Thurs., Oct. 30 | <i>Salt-Wind</i> Discussion | McDougall: <i>The Salt-Wind: Ka Makani Pa'akai</i> Think/Write #3 (Online) |

| DATE | IN-CLASS | DUE |
|--------------------------|---|---|
| Tues., Nov. 4 | Midterm #2 Prep | Study Questions: Set #2 |
| Thurs., Nov. 6 | NO CLASS: (Evening Video Make-up) | Midterm #2: Literary Analysis |
| Tues., Nov. 11 | No Class: Veteran's Day | |
| Wed., Nov. 12 | | 5:30pm: <u>Radio Bikini</u> (FILM) -- Required |
| Thurs., Nov. 13 | World War II in the Pacific | Barclay: <i>Melal</i> |
| Tues., Nov. 18 | | Barclay: <i>Melal</i> Think/Write #4 (Online) |
| Thurs., Nov. 20 | <i>Reading Quiz</i> | Barclay: <i>Melal</i> |
| Tues., Nov. 25 | Essay Forms & Structures | Think/Write #5 (Online) Study Questions: Set #3 |
| Thurs., Nov. 27 | No Class: Thanksgiving | |
| Tues., Dec. 2 | Sizing up the Essay | Final Paper Thesis + Draft Excerpt |
| Wed., Dec. 3 | | 5:30pm: <u>Pidgin: The Voice of Hawai'i</u> (FILM) -- Extra Credit |
| Thurs., Dec. 4 | Final Paper Workshop Lu`au & Evaluations | Final Paper Complete |

Final Paper Due: Tuesday, December 9, 10AM

If I am in my office (ENG 305), feel free to turn in the final portfolio there. Otherwise, leave your final in ENG 329 to guarantee I receive it. Portfolios slipped under my door are easily lost.