

College of Micronesia – FSM
P.O. Box 159
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Course Outline Cover Page

Local Social System-Chuuk
Course Title

SS 102c
Department and Number

Course Description: This course introduces an overview of the Chuukese social system in the academic context of the social sciences and in light of the real-world transition from traditional to modern. It further requires students to acquire cognitive, affective, and psychomotor knowledge, skills, and disposition. A major activity is practical experience in sailing a canoe in the Chuuk Lagoon and in visiting various islands in the Lagoon.

Course Prepared by: Alton Higashi, Chairman, Social Science Department State: Chuuk

	Hrs./Week		No.of.Weeks		Total Hours	Semester Credits
Lecture	3	x	16	=	48	3
Laboratory	3	x	6	=	18	0
Workshop	n/a					
<u>Total Semester Credits</u>						<u>3</u>

Purpose of Course: Degree Requirement _____
Degree Elective X (required for General Studies)
Certificate _____
Remedial _____
Other (workshop) _____

Prerequisites: This course will satisfy the elective in the General Studies program. Like SS 100, this new course should be taken after ESL 089 is completed.

Signature, Chairperson, Curriculum Committee

Date Approved by Committee

Signature, President, COM-FSM

Date Approved by President

College of Micronesia – FSM
Chuuk Campus

COURSE OUTLINE: SS 102
(prepared by Chuuk Campus SS staff)

COURSE: Local Social System (SS 102)
(a General Studies required elective for Chuuk Campus)

COURSE GOAL: To describe a Chuukese social system, both traditional and changing, with emphasis on general technology, on a special case study of the canoe culture, on values and rituals, and on proverbs and philosophy

COURSE DESCRIPTION: This course introduces an overview of the Chuukese social system in the academic context of the social sciences and in light of the real-world transition from traditional to modern. In terms of education, this course requires students to acquire cognitive, affective, and psychomotor knowledge, skills, and disposition. A major activity is practical experience in sailing a canoe in the Chuuk Lagoon and in visiting various islands in the Lagoon. The chart below identifies course contents:

MAJOR UNIT	CHAPTER	CHAPTER TITLE	WEEKS
Overview	1	What is a Micronesian Social System?	0.5
	2	Features of Culture: A Case Study of Chuuk <i>(technology, rituals, values)</i>	0.5
Technology	3-6	Samples of Technology <i>(clothing and housing: compare-and-contrast)</i> <i>(agriculture and education: Breadfruit Revolution)</i> <i>(canoe: sailing and fishing equipment, navigation)</i>	4.0
Canoe Culture	7-9	Values and Rituals Integrated Character Development <i>(from positive mental attitudes to work ethic)</i> <i>(respect, connectedness, work)</i> <i>(diligence, endurance, patience)</i> Practical Arts of Canoe <i>(traditional knowledge and field experience)</i>	6.0
Communications	10	Proverbs of Chuuk	2.0
Philosophy	11	Three Questions <i>(ontology, epistemology, and axiology)</i>	2.0
Summary	12	Past, Present, Future	1.0
TOTAL			16.0

INSTRUCTIONAL TIME: 3 class hrs/wk x 16 wks = total 48 hrs = 3 semester credits
3 field hrs/Friday x 6 Fridays = total 18 hrs = 0 semester credit

PURPOSE OF COURSE: Certificate in General Studies

PREREQUISITE(S): none

GENERAL AND SPECIFIC OBJECTIVES

The student will be able:

(1) To recognize and appreciate from traditional culture certain features in technology that can successfully co-exist with the changing culture [30% of course grade]

SPECIFIC STUDENT LEARNING OUTCOMES

1.1 Given lessons on traditional Chuukese technology (including archival research on the Internet and other sources, especially old photos of Chuukese technology), to maintain a journal of observations and reactions

1.2 Given lessons on the Breadfruit Revolution* and on current educational activities, to draw a graphic organizer (multi-flow map) visually representing parallel activities in traditional agriculture and present-day education

(The Breadfruit Revolution is a series of charts that demonstrate several steps in the use of traditional technology and rituals in picking breadfruit, transporting it in baskets, pre-cooking, cooking, and eating. Paralleling these steps are educational activities in the use of modern technology and rituals in curriculum development, instructional programming, classroom teaching, assessment, and graduation.*

1.3 Given introductory lessons on traditional canoe culture in Chuuk, to overview general and specialized technology and rituals:

- canoe anatomy (32 parts of the whole)
- canoe accessories (24)
- pre-canoe rituals
- canoe rituals
- post-canoe rituals
- fishing equipment and techniques
- sailing equipment and techniques
- navigation principles and practices
- interconnectedness

ATTENDANT EVALUATION

On-going maintenance of journal:

- (a) Daily and weekly entries in journal with descriptions and commentaries on personal observations and reactions to classroom lessons
- (b) At least two entries of personal sketches or drawings of items in traditional housing
- (c) At least two entries of personal sketches or drawings of items in traditional clothing
- (d) At least one digital-camera photo of self wearing traditional clothing on campus

On-going maintenance of journal:

- (a) Daily and weekly entries with descriptions and commentaries on personal observations and reactions to classroom lessons
- (b) Drawing of multi-flow map, with passing score of 3.0 on a rubric, with at least three criteria:
 - accuracy in the use of the multi-flow map
 - comprehensiveness
 - neatness

On-going maintenance of journal:

- (a) Daily and weekly entries with descriptions and commentaries on personal observations and reactions to classroom lessons
- (b) Drawings and sketches of traditional canoe technology items, with passing score of 3.0 on a rubric, with at least three criteria:
 - accuracy in visual representation
 - comprehensiveness
 - neatness

(2) To attach importance to an organized personal value system that integrates traditional canoe values with modern daily living [40% of course grade]

SPECIFIC STUDENT LEARNING OUTCOMES

2.1 Given lessons, including field experience, on canoe rituals and corresponding values*, to organize a personal value system, in accordance with Krathwohl’s taxonomy on affective learning and in consonance with canoe values

[NOTE: Instructor will produce an appropriate evaluation checklist or inventory based on Krathwohl’s Level 4 affective outcomes that match canoe values.]

2.2 Given lessons, including field experience, in the practical arts and sciences of navigation, to write a brief paragraph on how one such practice impacts on his/her personal lifestyle:

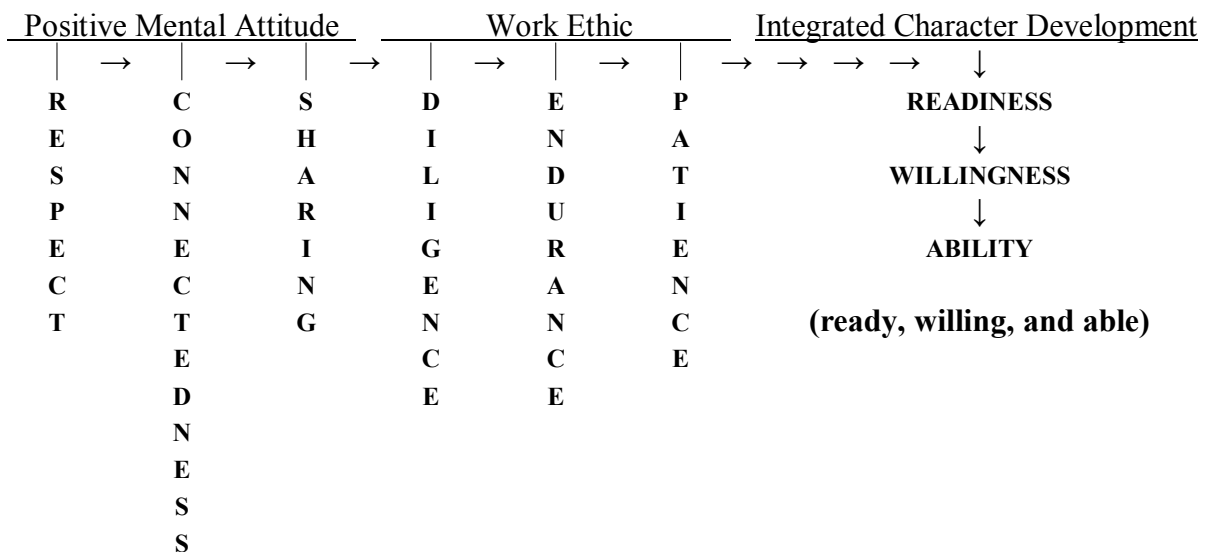
- canoe recovery techniques
- weather prediction and forecasting system
- wayfinding

ATTENDANT EVALUATION

- (a) On-going maintenance of journal: daily and weekly entries with descriptions and commentaries on personal observations and reactions to classroom lessons and field experience
- (b) Mean score of at least 3.0 on an evaluation checklist or inventory of canoe values, using a Likert-scale (0 to 5)

On-going maintenance of journal: daily and weekly entries with descriptions and commentaries, in paragraph form, on personal observations and reactions to classroom lessons and field experience regarding one practice

(*) CORRESPONDING CANOE VALUES IN SEQUENCE OF FIELD LEARNING



- (1) Respect toward people in general and, specifically, elders, men and women, peers and colleagues, supervisor and co-workers
- (2) Connectedness (such as teamwork, cooperation, sacrifice, we-attitude, not I-attitude) toward self, extended family, clan and kinship, village and community, island, and Deity
- (3) Sharing – genuine and freely proffered
- (4) Diligence (such as perseverance and stick-to-it-iveness)
- (5) Endurance – both mental and physical
- (6) Patience – fortitude with serenity

(3) To understand and appreciate Chuukese proverbs, to share them with peers, and to initiate a personal philosophy on the basis of proverbs as well as values acquired in the study of traditional technology and rituals [30% of course grade]

SPECIFIC STUDENT LEARNING OUTCOMES

3.1 Given lessons on Chuukese proverbs, to participate in an individual learning project (ILP) on cultural literacy and values clarification by selecting at least five proverbs and teaching the importance and meaning of each proverb to at least 10 non-class peers on campus

[NOTE: A cultural expert, Mr. Takasy Chipen Reynold, has collected at least 100 proverbs in the Chuukese culture. He has already agreed to serve as a guest lecturer in this course.]

3.2 Given lessons on the content of philosophy, to include discussion on the following topics:

- the nature of the physical environment
- the nature of man in the physical and social environments
- the sources of knowledge in traditional culture
- the values, ethics, and aesthetics of Chuukese traditional culture

to describe his/her understanding of Chuukese ontology, epistemology, and axiology

ATTENDANT EVALUATION

(a) On-going maintenance of journal: daily and weekly entries with descriptions and commentaries on personal observations and reactions on cultural literacy and values clarification

(b) Completion of a self-study inventory and checklist on the number of non-class peers on campus, the number of proverbs explained to each peer

On-going maintenance of journal: Daily and weekly entries with descriptions and commentaries on personal observations and reactions on Chuukese ontology, epistemology, and axiology, to include one paragraph on each of the 3 questions in philosophy:

- What is Chuukese reality?
- How do we know?
- What is of value?

TEXTBOOK(S) REQUIRED: 12 hand-outs to match 12 topics.

TEACHER REFERENCES: Numerous resources are available:

- Anthropological references from the University of Hawaii’s Pacific collection, including old photographs from the former Trust Territory of the Pacific Islands reference library
- Various Internet websites on traditional culture in Chuuk
- COM-FSM Chuuk Campus reference library of anthropological research publications during the late 1940s and early 1950s by such authors as Ward Goodenough, William Alkire, Frank LeBar, Seymour Sarason, and others who wrote extensively on Chuukese navigation
- Hand-outs developed by COM-FSM Chuuk Campus staff in the social sciences, from such courses as SS 098, SS 130, and SS 150
- Private collections of old photographs in Chuuk

INSTRUCTIONAL METHODS: Primary strategies: Direct instruction, required reading assignments, cultural literacy, brainstorming, cooperative learning, guided and independent practice, individual learning project, guest speeches, and field trips

Supplemental strategies: use of multimedia sources

GRADING POLICY:

Letter grades are based on absolute academic standards, as follows:
A = 90+, B = 80-89, C = 70-79, D = 60-69, and F = Below 60.
Grades shall not adhere to any intentional distribution curve.

ATTENDANCE POLICY:

As per the current college catalog.

ACADEMIC HONESTY:

As per the current college catalog.