

**Appendix C**  
College of Micronesia-FSM

**COURSE OUTLINE COVER PAGE**

History of Micronesia  
**Course Title**

SS 150  
**Department and Number**

**Course Description:**


This course will survey Micronesian history from prehistory to the present. The purpose is to instill in the students a clear understanding of Micronesian distant and recent past and the contemporary Micronesian entities. Consequently, this course will include the teaching of pre-Magellan history of Micronesia; contacts with Europeans and their consequences; impact of traders and whalers, the beachcombers and missionaries; the colonial powers and their intentions in Micronesia; the decolonization process and independence; and integration into the world community.

**Course Prepared by:** Social Science Division                      **State**    National Campus


	Hours per Week		No. of Week		Total Hours		Semester Credits
Lecture	<u>3</u>	x	<u>16</u>	x	<u>48/16</u>	=	<u>3</u>
Laboratory	_____	x	_____	x	_____	=	_____
Workshop	_____	x	_____	x	_____	=	_____
			Total Semester Credits			=	<u>3</u>

**Purpose of Course:** Degree Requirement   x    
                                  Degree Elective \_\_\_\_\_  
                                  Certificate \_\_\_\_\_  
                                  Other \_\_\_\_\_

**Prerequisite Course(s):**   ESL 089    
 \_\_\_\_\_  
 \_\_\_\_\_

  
Signature, Chairperson, Curriculum m Committee

9/19/03  
Date Approved by Committee

  
Michael Tatum  
Signature, President, COM-FSM

9/19/03  
Date Approved by President

## **COURSE OUTLINE**

### **SS 150 History of Micronesia**

#### **I. Course Description**

This course will survey Micronesian history from prehistory to the present. The purpose is to instill in the students a clear understanding of Micronesian distant and recent past and the contemporary Micronesian entities. Consequently, this course will include the \_ teaching of pre-Magellan history of Micronesia; contacts with Europeans and their consequences; impact of traders and whalers, the beachcombers and missionaries; the colonial powers and their intentions in Micronesia; the decolonization process and independence; and integration into the world community.

#### **I. Course Objectives**

##### **A. General Objectives**

1. Students will be able to explain the theories of the formation of high islands, low coral islands, and raised islands in Oceania. (Unit One)
2. Students will be able to explain the theories of migration of people into Near and Remote Oceania. (Unit One)
3. Students will acquire knowledge and understanding of the various cultures in Micronesia, emphasizing similarities and differences. (Unit One)
4. Students will acquire knowledge and understanding of the development of canoe technology and navigational knowledge on the dispersal of people into Near and Remote Oceania. (Unit One)
5. Students will be able to explain the impact of human settlement on the island environments. (Unit One)
6. Students will acquire knowledge and understanding of the encounters between Micronesians and Europeans and the impact on local cultures. (Unit Two)
7. Students will be able to describe the influence and impact of recent and current world events on Micronesia. (Unit Three)
8. Students will be able to explain the decolonization process; the political, social and economic forces that caused political fragmentation of Micronesia. (Unit Four)
9. Students will be able to describe the types of contemporary political entities in Micronesia and explain their integration into the world community. (Unit Five)

## **B. Specific Objectives**

Upon successful completion of this course, a student should be able to:

### **Unit One:**

1. Explain the evolution of high volcanic islands into low coral islands and raised islands.
2. Explain the theory of dispersal of people into Western, Eastern, and Central Micronesia.
3. Explain the importance of development of canoe technology and navigational knowledge in the settlement of Micronesia.
4. Describe the similarities and differences in social and political organizations in traditional Micronesian cultures.
5. Explain the characteristics of clans and lineages in traditional Micronesian societies.
6. Explain gender roles in traditional Micronesian societies.
7. Describe the factors that contribute to the ranking of clans in Micronesian societies.
8. Illustrate the various material cultures of Micronesian societies.
9. Identify the two branches of Austronesian languages in Oceania.

### **Unit Two:**

1. Discuss the significance of the first and second face-to-face encounters between Micronesians and Europeans.
2. Explain the impact of the early Spanish explorers on the islands in Micronesia.
3. Describe the introduction of Catholicism and the Spanish colonization of the Mariana Islands and explain their impacts on traditional Chamorro culture.
4. Describe the influence of early beachcombers, traders, and the merchant captains on the islands in Micronesia.
5. Describe the French and Russian scientific expeditions to Micronesia in the early 19<sup>th</sup> century.
6. Explain the impact of the British and American whalers in Micronesia.
7. Describe the introduction of Protestantism and explain its effect on local cultures.

8. Explain the effect of black birding on the island communities in Micronesia.
9. Describe the role foreign warships played in the 19<sup>th</sup> century Micronesia and explain their consequences on the authority of the local traditional leaders.
10. Explain the beginning of the copra industry in Micronesia and illuminate the roles of such independent traders like Adolph Capelle in the Marshall Islands and David Dean O' Keefe on Yap Islands Proper.

**Unit Three:**

1. Define the role of the German copra trading companies in the Germany's annexation and administration of the Marshall Islands.
2. Describe the cause of the "Caroline Controversy" between Germany and Spain in 1885 and explain how it was resolved.
3. Explain the effect of the Spanish colonization on local cultures in the Caroline Islands.
4. Explain the impact of the Spanish-American War on the Spanish colonies in Micronesia.
5. Explain the United States annexation of Guam in the Mariana Islands in 1898.
6. Describe Germany's purchase of the Caroline Islands and the Northern Mariana Islands from Spain.
7. Explain Germany's intention and colonial policies in the Caroline Islands, the Northern Mariana Islands, and the Marshall Islands.
8. Explain the effect of German colonial policies on local cultures in the Caroline Islands, Northern Mariana Islands, and Marshall Islands.
9. Explain the cause of the Sokehs Rebellion and describe how the rebellion affects the people of Sokehs.
10. Explain the intention of German colonial policies with regard to political, social, and economic developments in the Caroline Islands, the Northern Mariana Islands, and the Marshall Islands.
11. Describe the achievements of German colonial administration in Micronesia.
12. Describe the presence of Japanese traders in the Caroline Islands as the precursor to Japan's annexation of the Caroline Islands, the Mariana Islands, and the Marshall Islands at the beginning of WWI in 1914.

13. Describe the Japanese Navy's capture and occupation of Micronesia from 1914 to 1922.
14. Explain the goals and objectives of the League of Nations Mandate in the Caroline Islands, Mariana Islands, and the Marshall Islands and its effect on the Micronesian population.
15. Compare and contrast the early Japanese immigrants to Micronesia to those who arrived later during the Japanese occupation.
16. Explain the reasons of Japan's economic success in Micronesia and describe the effect of this on the Micronesian population.
17. Describe the roles of Micronesians played in the administration of their islands during the Japanese occupation.
18. Describe the social plight of the Micronesians during the Japanese colonization of their islands.
19. Describe the Japanese fortification of Micronesia and the roles these bases played in the bombing of Pearl Harbor in Hawaii.
20. Explain the roles of Japanese military bases in Micronesia in the capture of Guam and Philippines from the United States; the capture of Nauru and the Gilbert Islands and the Solomon Islands from Australia.
21. Discuss the importance of the Battles of Coral Sea and Midway in the United States war effort in the Pacific.
22. Explain the United States strategy in the capture of Tarawa Atoll, Kwajalein Atoll and Saipan Island in the Mariana Islands.
23. Describe the capture of Saipan by United States forces and its importance to the overall plan of the invasion of Japan.
24. Describe the capture of Peleliu Island in Palau by United States forces.
25. Discuss the American use of atomic bombs on Hiroshima and Nagasaki in Japan and its effect on the war in the Pacific.
26. Discuss the surrender of Japanese forces on board USS Portland in Chuuk Lagoon in 1945.
27. Discuss the repatriation of Japan nationals and other foreigners from Micronesia and explain the impact of this action on the economy.
28. Discuss the difficulties facing the American naval administration in Micronesia immediately after WWII.

*Unit Four:*

1. Explain the United States naval policy for the administration of the newly captured islands in Micronesia.
2. Discuss the use of Bikini and Eneweatak Atolls for atomic bomb testings and explain impact of the radiation fallout on the people of Ronglap and Utirik Atolls.
3. Discuss the plight of the displaced people of Bikini Atoll on Kili Island in southern Marshall Islands.
4. Explain the reasons for the establishment of a strategic United Nations trusteeship in Micronesia.
5. Discuss the difference between the United Nations trusteeship in Micronesia and the other trusteeships created after WWII.
6. Discuss the political structure of the administration Trust Territory of the Pacific Islands and explain its relationship vis-a-vis the United States government.
7. Discuss political, social, and economic developments in the Trust Territory of the Pacific Islands.
8. Explain the effect of the early Trust Territory policy on development of education.
9. Discuss the effect of the 1960 UN Visiting Mission Report and the 1961 polio epidemic in the Marshall District on United States policy in the Trust Territory.
10. Explain the effect of the Solomon Report on social, political, and economic development in the Trust Territory.
11. Discuss the intent of the Trust Territory Government exhilarated education programs.
12. Discuss the introduction of Peace Corps volunteers and United States federally funded programs into the Trust Territory and their effect on local communities.

*Unit Five:*

1. Discuss the significance of the creation of the Congress of Micronesia and its roles in the decolonization of the Trust Territory of the Pacific Islands.
2. Discuss the United States government's response to the request from the Congress of Micronesia to negotiate a new political status for the Trust Territory.
3. Discuss the genesis of free association status and compare and contrast free association to commonwealth, territory, and the trusteeship.

4. Explain the progression of negotiations for free association status from a semiautonomous state to an independent state.
5. Explain the impact of US decision to negotiate separately with the Mariana Islands District for commonwealth status on the negotiation for Compact of Free Association with the Congress of Micronesia.
6. Discuss the causes for the separation of the Mariana Islands District from the rest of the Trust Territory.
7. Explain the causes for the separation of Palau and Marshall Islands Districts from the rest of the Trust Territory.
8. Explain the effect of 1976 Micronesian Constitutional Convention on the negotiation of the Compact of Free Association.
9. Explain the impact of the approval of the Constitution of the Federated States of Micronesia on the political unity in the Trust Territory.
10. Discuss the success of the multilateral negotiations for the Compact of Free Association between the United States and Palau, Marshalls, and the FSM.
11. Explain the approval and implementation of the Compact of Free Association for Marshalls and the FSM and the Commonwealth of the Northern Mariana Islands in 1986.
12. Discuss the problems associated with the Palau negotiation for its compact of free association.
13. Explain the approval and implementation of the Palau Compact of Free Association.
14. Explain the status of the freely associated states, namely the Federated States of Micronesia, the Republic of the Marshall Islands and the Republic of Palau under the Compact of Free Association.
15. Discuss the freely associated states membership in regional organizations and the United Nations.
16. Explain the achievements and failures of the Compact of Free Association in the FSM and Marshalls; and discuss the goals of ongoing renegotiation process.

## ***II. Course Content:***

### **Unit One**

Formation of high islands, low coral islands, and raised islands Pre-Magellan history and cultures of Micronesia

The Austronesians and the settlement of Micronesia

### **Unit Two**

The early Spanish explorers, missionaries and the colonization of the Mariana Islands The beachcombers, traders, and the merchant captains in Micronesia

The Russians and French scientific expedition The British and American whalers

The American missionaries in the eastern Carolines and Marshalls Blackbirding and foreign warships

The copra industry in Micronesia

### **Unit Three**

The German colonization of the Marshall

The Caroline Controversy between Germany and Spain The Spanish - American War and its effect on Micronesia The German purchase of the Caroline and Northern Mariana Islands

World War I and the League of Nations Mandate

The Japanese colonial administration

The Japanese fortification of the Mandated Islands

### **Unit Four**

World War II in the Pacific

The United Nations strategic trusteeship in Micronesia The Trust Territory of the Pacific Islands

### **Unit Five**

The Congress of Micronesia and the decolonization process The disintegration of the Trust Territory of the Pacific Islands The approval and implementation of the Compact of Free Association The integration of the freely associated states into the world community

### **III. Textbooks**

1. Alkire, W. (1977). The peoples and cultures of Micronesia (distributed by the professor).

2. Hezel, Francis X. (1983). First taint of civilization. Honolulu: University of Hawaii Press.

3. Hezel, Francis X. (1995). Strangers in their own land. Honolulu: University of Hawaii Press.

### **IV.- Reference Materials:**

1. Hezel, Francis X., and Berg, M. L. (1980). Winds of change. Saipan

2. Leibowitz, Arnold (1989). Defining status. Dordrecht-Boston-London: Martinus Nijhoff Publishers.

3. Wuerch, W. L., and Ballendorf, Dirk A. (1995). An historical dictionary of Guam and Micronesia. Washington, D.C.

### **V. Required Course Materials** – None

### **VI. Instructional Cost** – None

### **VII. Method of Instruction**



The primary method of teaching in this course is lecture. However, when available, videos will be shown in class for each unit. These videos will be discussed thoroughly in class and will be incorporated in the unit test. Guest speakers will be invited from time to time to address specific topic of interest to the class.

### ***Videos***

1. Lamotrek: Heritage of an Island
2. Mokil in the 1950s
3. Micronesia A Beginning (Democracy and Constitutionalism in FSM)
4. The Invasion of Guam
5. The Invasion of Kwajaiein
6. The Invasion of Saipan
7. The Marine Invasion of Tarawa
8. The Navigators
9. The Upside Down Economy

### ***VIII Evaluation***

There will be eight quizzes and a comprehensive final examination. Grades will be based on the COM-FSM grading system. Students in this class must complete all assigned readings and take all the quizzes and the final examination.

Letter grades will be assigned based on the following grading scale:

A	= 90 --100
B	= 80 -- 89
C	= 70 - 79
D	= 60 - 69
F	= 59 & Below

Final grades in this course will be computed base on the following weights:

1. 5 % ..... Participation in class.
2. 45% ..... Final examination
3. 50% ..... Quizzes

### **IX Attendance Policy:**

The students' attendance in this class will strictly conform to the College of Micronesia FSM attendance policy.

### **X Academic Honesty Policy**

The students will conform to the College of Micronesia-FSM academic honesty policy.