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Office Hours: Tuesday: 8-9; 11-12  
               Wednesday: 9-10  
               Thursday: 8-9; 11-12

Class Times: Tuesday & Thursday 3.30-4.45  
Lecture Room: K111.

Note: Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office as early in the semester as possible  
Tel: 933-0816 (V),  
Tel: 933-3334(TTY),  
Email address: shirachi@hawaii.edu  
Web address: http://www.uhh.hawaii.edu/studentaffairs/uds/

Note: Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with their advisor at least once a semester to decide on courses, check progress towards Graduation, and discuss career options and other educational opportunities provided by UH Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.
Objectives:
This course provides an overview of both historical and contemporary issues of importance to Pacific Island people from a cultural anthropological perspective. Students will learn of the histories of Pacific Islanders from first settlement through colonial rule, their diverse cultures, and their experience of sociocultural transformation in recent times.
As this is a writing intensive course, a major aim is to assist students in improving critical reading and writing skills.

Requirements
Informed class participation:
You will be expected to complete the readings on time and to come to class ready for discussion. Confusions, questions, criticisms and enthusiasms are all welcome. To prepare for discussion, think about the main point of each of the assigned readings and how they relate to the topic. Develop one or two points or questions to contribute during class.

Students have a responsible for helping create the classroom dialogue within which learning and the exchange of ideas takes place most effectively. This is accomplished by asking questions, raising issues, disagreeing with the instructor, contributing material from other sources, or any other mechanism for adding your contribution to the educational process. Class discussions will proceed on the assumption that students are keeping up with the required readings. An important ground rule of such discussions is that we respect the opinion of others.
# Lecture Schedule

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<td>Pacific migration: the peopling of the Pacific</td>
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<td>Sept 1-5 Polynesia, Micronesia, Melanesia, constructed categories?</td>
<td>Regional Organizations and Perspectives</td>
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<td>Sept 8-12 First contact: noble and ignoble savages</td>
<td>Film: First Contact</td>
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<td>Sept 15-19 Colonisation</td>
<td>Colonisation: Papua New Guinea Highland Experience</td>
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<td>Presentations: Contemporary independence/sovereignty movements</td>
<td>Hand in one-two page summary</td>
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<td>Moral and market economies</td>
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<td>Alienable and inalienable objects</td>
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<td>No Class, Thanksgiving</td>
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<td>Dec 1-5 Final Essay Discussion</td>
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<td>Writing week</td>
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Reading Schedule

**Week One: Pacific Migration, the peopling of the Pacific**
When and how did the Pacific Islands come to be populated? Pacific archaeology and oral history have challenged conventional, technology-centred “developmental” assumptions about human history. In the pacific we have evidence of complex skills and knowledge – for instance open sea navigation and intensive cultivation – that exists alongside simple technologies. Evidence of innovation and change forces us to recognize that there’s lots of “history” with or without documentary records or Western influence.

**Required:**
Douglas Oliver, (1989), Prehistory in *Native Cultures of the Pacific Islands*, Chapter two, University of Hawaii Press, chapter two.

**Recommended:**

Have a look at the Polynesian Voyaging Society website:
http://pvs.kcc.hawaii.edu/
and play the interactive game ….navigate from Hawai’i to Tahiti
http://www.pbs.org/wayfinders/game.html

**Week Two: Polynesia/Micronesia/Melanesia?**
How relevant are the terms Polynesia, Micronesia and Melanesia? How has research by anthropologists and others contributed to the categorising of Pacific peoples? Is there an opposition between these categories and Hau’ofa’s notion of a sea of Islands? Do you believe either perspective represents the current reality? What other connections exist between the people of the Pacific?

**Required:**

**Recommended:**
Week Three: First Contact
We will compare representations (Pacific and European) of intercultural contact in the context of European exploration and colonisations. What are some of the politics of intercultural (mis)communication? Consider what sort of assumptions you have concerning why and how cultures change. Consider also that no culture is an “island” and that “firsts” are relative.

**Required:**

**Recommended:**
Have a look at the Micronesian Seminar photo exhibits entitled: “what the First Europeans Saw” and “Life 100 Years Ago”.
http://www.micsem.org/photos/europeans/01.htm
http://www.micsem.org/photos/life_100/intro.htm

Week Four: Colonisation
In the 1800s Northwest European powers annexed most Pacific Islands, this was relatively late in comparison with the colonisation by European powers of other parts of the world. In 1914 Japan became the first Asian power to acquire islands in the Pacific. What was the impact of this colonisation? Why did the experience of being colonised differ across the Pacific? What is the lasting legacy of colonisation?

**Required:**

**Recommended:**
Trask, H, (1993). What do you mean “we”, white man? In From a Native Daughter: Colonialism and Sovereignty in Hawai‘i, pp 123-135
Walker, I. H. (2005) Terrorism or native protest? The hui ‘ō he’e nalu and Hawaiian resistance to colonialism Pacific Historical Review 74(4): 575-601
**Week Five: Post colonisation and Nation building**
Starting with Western Samoa in 1962 formerly colonised Pacific nations gained independence. Former independence leaders became the new nation builders, how was this achieved? What is a nation and how does one build one?

**Required:**

**Recommended:**

**Week Six: Neocolonialism and the military**
With the elimination of colonialism from much of the Pacific in the twentieth century, scholars began to identify the emergence of a new form of control, called neocolonialism. Neo-colonialism may be defined as the establishment of a form of sovereignty or control without the encumbrance of physical possession or actual colonial rule. We will look at the complexities of neo-colonialism by examining concrete examples of military testing in Micronesia and mining in Melanesia.

**Required:**

**Recommended:**

**Week Seven: Neo-colonialism and Mining**

**Required:**

**Recommended:**
**Week Eight: Identity: Gender and Indigineity**

Consider what is the connection between personhood and cultural identity, how our presuppositions and expectations about maleness and femaleness are intertwined with culturally loaded ideas about power, agency and sociality. What is indigineity? What is the impact of colonialism on constructions of gender and indigineity? Consider how these constructions transform over time.

**Required**


**Recommended:**


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**Week Nine: Identity: Class and transnationalism**

Consider whether “class” is a relevant concept in the Pacific. How does class articulate with other traditional hierarchical systems – eg chief/noble/commoner in the Pacific? Is there a connection between class and transnationalism?

**Required:**


**Recommended**


Besnier, N. Modernity, Cosmopolitanism and the emergence of the middle class in Tonga. (not yet published, available from http://home.medewerker.uva.nl/n.besnier/bestanden/Modernity_Cosmopolitanism_Emergence_Middle_Class.pdf)

Week Ten:
No set reading…..except the ethnographies

Week Eleven: Moral and Market Economies
Pacific anthropology has been extremely influential in the creation of modern anthropology as a discipline. As well as being the field site of several founding figures, it has been a site for the development of a number of key concepts such as kinship and gift exchange. While westerners often think of “primitive” or non-market economies as static “subsistence systems (i.e. geared only to the limited needs of local populations), in fact they are organized also to produce valuables for sociopolitically and ritually-motivated exchanges. Understanding nonmarket or gift exchanges like the Trobriand Kula was a foundational theme in early Pacific anthropology. It is still a strong focus today as researchers work to understand both the practical and the symbolic/moral articulations of these systems of exchange with regional and global market economies.

Required:

Recommended:

Week Twelve: Alienable and inalienable objects
How do things change from being a gift to being a commodity? Does this process necessarily result in a rupture with the past, a leaving behind of tradition for modernity? And the cessation of kinship connections?

Required:

Recommended:
**Week Thirteen: Tourism**

Consider the connection between tourism and globalisation. Is tourism necessarily an exploitation of the traditional culture of indigenous people? What about tourist art? Is this an example of the commoditization of culture? What is Silverman’s critique of the film Cannibal Tours? What about Tourism in Hawaii?

**Required:**


**Recommended:**


Assignments

1. **Map Exercise 10%** The objective of this exercise is to help you to visualize the major inhabited island groupings. **Due September 11th.**
   
i. Find a good map of the Pacific that is at least 2 ft by 2 ft. (E.g. Hema map at Basically Books - 60 Kamehameha Avenue, Hilo, Hawaii 96720, ph: 961-0144). The map must include all of Papua New Guinea, all of Micronesia to the northern most Marianas islands and all three points of the Polynesian triangle.
   
   ii. Trace the map
   
   iii. Draw in each major cluster of islands and label it
   
   iv. Label Micronesia, Melanesia and Polynesia. Using a creative coding (colours/flags/stick-ons) label all the political units by their major categories of colonial-neo-colonial affiliations: U.S./French/former British and British Commonwealth affiliates (Aust/NZ)
   
   v. Using a different creative coding system label all the political units by their 3 major categories of political status: independent state/freely associated state/territory or dependency). Label the one commonwealth affiliated with U.S as a territory
   
   vi. On top of the Melanesian/Polynesian and Micronesian categories, each unit should have two codings 10%

2. **Presentation 1: 10%** Contemporary independence and Sovereignty movements.
   
   In groups of three or four research contemporary independence or political movements for sovereignty in the Pacific. Choose one of these and identify the historical conditions that have created the movement, current status of the movement, the demands being made by the movement, and the likelihood of success. Also consider issues of culture/language loss and revitalization.

   For example you could look at the Pro-democracy movement in Tonga; Kanak movement in New Caledonia; the Tavini Huiraatira movement in French Polynesia, Maori sovereignty movements in Aotearoa; Hawaiian sovereignty movements; Tahitian movements for independence; Fiji Indians and indigenous Fijians in Fiji; Rotumans, (A Fijian Dependency); Australian aborigines, Banaba Island (Kiribati), Bougainville and the Bougainville Revolutionary Army, self-determination movements in Guam etc etc.

   Your presentation should be 8-10 minutes long. Hand in a one/two page summary of your topic, including references, on September 24th.

Although I do not usually recommend using wikipedia the following site may be a good starting point

Other online resources:
Pacific sovereignty movement site: http://uriohau.blogspot.com/
Tuhoe wants to self govern; Tuhoe visits parliament (Signing treaty settlement)
http://www.3news.co.nz/Video/National/tabid/309/articleID/65195/cat/496/Default.aspx#video
UH Pacific Site:

You can find Pacific newspapers by country here:
http://www.abyznewslinks.com/pacif.htm

Also, the East-West Center provides a series of links (mostly but not always current) here:
http://pdp.eastwestcenter.org/pireport/news_links_text.htm

There's the Solomons Star at:
http://www.solomonstarnews.com/

ABC Pacific service:
http://www.radioaustralia.net.au/pacbeat/

Cultural Survival:
http://www.culturalsurvival.org/home.cfm

Pacific Media Centre:
http://www.pmc.aut.ac.nz/index.shtml
http://www.samoaobserver.ws/
http://www.samoalivenews.com/
http://www.saipantribune.com/
http://www.matangitonga.to/article/global_index.shtml
http://www.tahitipresse.pf/
http://starbulletin.com/

Guam and Palau newspapers:
http://www.mvariety.com/?module=displaysection&section_id=102&format=html
http://www.honoluluaudvertiser.com/apps/pbcs.dll/frontpage
http://www.pacificmagazine.net/
http://www.islandsbusiness.com/
http://www.atimes.com/atimes/Front_Page.html

Also have a look at journals – eg The Contemporary Pacific; Journal of Pacific History; Journal of the Polynesian Society; Oceania; Pacific Island Monthly; Pacific Perspective; Pacific Studies; Asia Pacific Viewpoint; Anthropological Forum
3. **Paper One: 25%**. This will consist of 3 short essays out of 6. Essays will be based on topics and readings covered thus far. For each of the essays you need at least three references, have a look at the recommended readings listed above. Essays should be 3-4 pages long each. The draft is due on October the 2nd. I will return this to you on October the 7th. The final paper is due on October the 16th. I will give out topics in week three.

4. **Presentation 2: Identity 10%**. In groups of three or four choose one aspect of identity – Gender, Indigineity, Class or Transnationalism. Critical analyse the assigned readings. Your presentation should be an exploration of the topic and should include personal insights.

   Your presentation should be 8-10 minutes long. Hand in a one/two page summary of your topic, including references, on October 30th.

5. **Paper Two: 25%**. This will consist of 3 short essays out of 6. Essays will be based on topics and readings from week 7-14. For each of the essays you need at least three references, have a look at the recommended readings listed above. Essays should be 3-4 pages long. The draft is due on November the 13th and the final on November the 25th. I will hand out topics in week nine.

6. **Essay.** Choose either *Leaves of the Banyan Tree* (Albert Wendt) OR Roger Keesing’s *Elota’s Story*. Answer one of the following questions.
   I. Elota’s narrative is an intricate maze of genealogical detail, financial transactions (involving the traditional shell currency) and blood feuds. How do each of these aspects bind Kwaio life together? How have they changed over time?
   II. Keesing notes that Elota’s feats of memory were extraordinary even for the Kwaio. In *Elota’s Story* the details included are often ones which would be considered extraneous or unimportant in a Western narrative. Discuss the differences between a western narrative and Elota’s account. Give a valid explanation for these differences.
   III. What is the impact of colonialism on Kwaio culture? (For this essay it is advisable to have a look at Keesing’s book *Custom and Confrontation* [1992])
   IV. In the epilogue Keesing notes “all my anthropological reverences were for their past as it had survived into the present” now however he is “prepared to see oppression and suffering however they may be cloaked in the symbolic fabric of another culture” (P192). What changed his outlook? What do you believe the correct role of an ethnographer to be?
   V. In one respect Leaves of the Banyan tree is an attempt to provide the “insiders point of view” on the history, life and psyche of Pacific Islanders that is an alternative (or a correction) to the portrayal offered by Western social scientists. Discuss the unique insights that Wendt’s novel offers but also the insights that anthropology can offer to the novel.
   VI. Discuss gender roles in Samoa as portrayed by Wendt.
   VII. In the novel there is a tension between tradition and modernity. Describe some of Wendt’s main ideas/themes about Samoan culture and the changes it has undergone as a result of involvement with the West.
VIII. Some of Wendt's overarching themes include greed, corruption, colonialism and exploitation. Discuss Wendt’s portrayal of Samoan agency within three of these themes.

Requirements for Written Assignments:
• Use APA referencing style
• Times or Times Roman font
• 12 point and black font
• Spell and grammar checked
• Critical analysis rather than description
• Use quotations wisely