Course Description:
The mass migration of Pacific Islanders to the United States is a sociocultural phenomenon worthy of academic attention. This course explores the complexities of Pacific Islander experiences in the U.S. In this class, we will use Pacific Islander theoretical concepts such as mana/tapu, kāinga/āiga/ohana/whanau, fonua/whenua/āina, kāingalotu (church-kin), hohoko (genealogy), and ta-vā (time-space) to understand the multiple experiences of Pacific Islanders in the U.S. In addition, we will be using theoretical concepts from social sciences such as transnationalism, diaspora, postcolonialism, and space. This course focuses on the experiences of Pacific Islander in the areas of migration, colonialism, families, church and religion, transnational and virtual communities, language, identities, gender, racism, and education.

Course Objectives:
At the end of this course, students will be able to:
1. Think comparatively and analytically about the patterns of social structure and culture that have framed the experiences of Pacific Islander in the U.S.
2. Describe the impacts of Pacific history and culture on the lives of Pacific Islanders in the U.S.
3. Critically examine the effects of transnationalism, diaspora, and colonialism on Pacific Islander communities in the U.S.
4. Define and relate concepts such mana/tapu, kāinga/āiga/ohana, fonua/whenua/āina, kāingalotu, hohoko, and ta-vā to the lives of Pacific Islanders in the U.S.
5. Understand the complex ways in which Pacific Islanders negotiate and respond to colonialism, racism, sexism, and globalization.
6. Experience first-hand certain moments in the everyday lives of Pacific Islander in the U.S.
7. Work collaboratively and communally as members of a learning kāinga (classroom-kin).

Course Requirements:

Readings
A reader is available at the Ave Copy Center (4141 University Way N.E.). This reader has most of the required readings for this class. Two articles are online.

Films
Films will be shown several times throughout the quarter and are integral part of the course.
Guest Speakers
Several times during the quarter we will have guest speakers

Class Format
In this class, we will use a Pacific (Tongan) learning format known as "Fofola e Fala Kae Alea e Kāinga" (Roll-out the Mats so that Kin Members can Sit and Dialogue). In this format, all students are considered a member of a classroom kāinga (classroom-kin). Our classroom kāinga will have a name. Students are expected to participate in communal learning and to engage one another in respectful dialogues. Students will be graded on their ability to participate in this kāinga learning format. As members of the classroom kāinga, all students are required to come to each class fully prepared to discuss the readings and take an active role in class activities. Class members are encouraged to draw from their "local and situated knowledge" (knowledge derived from their lived experiences) to enrich class dialogues. Remember that valuable knowledge exists outside of written texts.

Group Intensive Hanging-out Assignment:
Class members will be divided into groups to participate in a Group Intensive Hanging-out assignment. Each group will have a name. This assignment is designed to provide students with an opportunity to experience first-hand certain moments in the lives of Pacific Islanders in the U.S. Group members must collaborate to workout the details for this group assignment. Each group must choose a community and spend a total of 10 hours during the quarter hanging-out (as a group) in that particular Pacific Islander community (e.g., religious community, kinship community, virtual community, social services community, school community, etc). In the last week of class, each group will give a presentation of their assignment to the class. Here are few possible Group Intensive Hanging-out activities:

- **Religious Community**: Attend and hangout at Pacific Islander church meetings. Church meetings may include the following: church sermons, church prayer services, church feasts, Sunday schools, after church coffee hour, church choir practices, before/after church gatherings, church annual donation meetings (misinale), church youth meetings, etc.
- **Kinship Community**: Hangout with a Pacific Islander family. This may include the following: talking with families, accompanying a family to a government agency, attending a community event with a family, attending a family event, talk to family elders, etc.
- **Virtual Community**: Post writings in a Pacific Islander online forum and hangout online in a Pacific Islander chat-room during chat sessions (i.e., Poly Cafe website, Island Voices website, etc).
- **Community Events**: Participate and hangout at Pacific Islander community events—e.g., public weddings, birthday celebrations, fundraisers, community meetings, etc.
- **Same-gender Community**: Attend and participate in same-gender activities—such as all-male kava parties, women quilt-making gatherings, etc.
- **Social Services Community**: Participate in Pacific Islander community social services activities—such as food bank drives, tutoring sessions, etc.
- **Imagined Community**: Listen to Pacific Islander radio programs (on the airwaves and online). Read Pacific Islander newspapers and magazines. Hangout and talk with Pacific Islanders that are running radio programs, newspapers, and magazines.
- **Cultural Expression Community**: Visit and hangout at dance schools (i.e.Hula Halau), language schools (Pūnana Leo), Pacific Islander concerts, dance and music festivals, dance practices, listen to U.S. Pacific Islander musical compositions (reggae, rap), etc.
- **School Community**: Visit and hangout at high schools where Pacific Islander students attend—i.e., talk to P.I. students and parents, talk to teachers and principals, visit classrooms, visit P.I. school club meetings, hangout at community meetings relating to education, etc.

- **UW PI Community**: Participate in UW Pacific Islander clubs (PSA, FASA, MIC, Hui Hoaloha 'Ulana) meetings and activities.

*Group projects must be approved by the instructor. In addition, all groups must meet with the instructor in the beginning of the quarter and towards the end of the quarter before their group presentation.*

**Group Presentations:**
Each group will have an opportunity at the last week of class to present their group assignment to the rest of the class. Several presentation styles are acceptable (storytelling, role-playing, video, PowerPoint, slideshow, etc.). It is essential that each group present in a way that reflects the community that they conducted their hanging-out assignment. Try to bring part of that community to our classroom and be creative.

**Hanging-out Notes:**
Throughout the Group Intensive Hanging-out Assignment, students are required to write hanging-out notes. Hanging-out notes are designed to document Intensive Hanging-out activities and to help students prepare for their final group presentation. Hanging-out notes must include students' observations and feelings about the activity. In addition, hanging-out notes must use theoretical ideas from class discussions, films, guest speakers to interpret issues (for Pacific Islanders and Students) encounter in the hanging-out activity. Students are required to make an entry (1 to 2 pages) in their Hanging-out notes after each activity. Hanging-out notes may also include group meetings and preparations. Each note must be typed and must include the event, date, place, and time (duration of the event).

The first half of the Hanging-out notes (1st week to 5th week) is due on Friday of the 5th week (May 2) and the second half (6th week to 10th week) is due on Friday of the 10th week (June 6).

**Grading:**
- Class Attendance: 10%
- Participation as Classroom Kāinga: 20%
- Hanging-out Notes: 30%
- Group Project & Presentation: 40%

**Course Outline**

**WEEK 1**

**Tupu'anga/Tupuna/Kūpuna: Remembering Origins/Ancestors**

Monday – March 31
- *Overview of the course*
- *Defining Pacific Islanders: Who is a Pacific Islander?*
- *Locating Pacific Islanders in the U.S.? (Census 2000)*
- *Assignment: Search for origin stories or genealogy. Bring stories or genealogy to next class meeting.*

Wednesday – April 2
- *Present Origin Stories or Genealogies*
Introduction through Hohoko (Genealogy).
(Assigning Students into Classroom Kāinga)

Friday – April 4
Film: Troubled Paradise.

WEEK 2 Kaivai: Navigating the Colonial and Post-Colonial Terrains

Monday – April 7

Wednesday – April 9

Friday – April 11
Hau'ofa, E. (1994). Our Sea of Islands. (pp. 2-16)
Film: Radio Bikini

WEEK 3 Fefolau'aki: Islanders as Transnational Travellers

Monday – April 14

Wednesday – April 16

Friday – April 18
Film: A Chief in Two Worlds

WEEK 4 Language & Decolonization

Monday – April 21

Wednesday – April 23
Long, D.S. (1999). In Search of a "Written Fāgogo": Contemporary Pacific Literature for Children (pp.231-245)

Friday – April 25
NO CLASS
Polynesian Day

WEEK 5 Lotu: Reconstructing Religious/Cultural Spaces.

Monday – April 28

Wednesday – April 30

Friday – May 2
Film: The Polynesian Gift to Utah.
****Hanging-out Notes Due****

WEEK 6 'Āiga/Kāinga/'Ohana in the Diaspora and Online

Monday – May 5

Wednesday – May 7

Friday – May 9
Film: Chamoru Dreams
WEEK 7  
**Tapu Topics: Racism, Gender, & Sexuality**

**Monday – May 12**
- Trask, H.K. (1999). *Women's Mana and Hawaiian Sovereignty*. From a Native Daughter: Colonialism & Sovereignty in Hawai`i. (pp. 87-97)
- Guest Speaker: **Professor Rick Bonus, American Ethnic Studies Prof., UW.**

**Wednesday – May 14**

**Friday – May 16**
- Film: *Paradise Bent: Boys will be Girls in Samoa*

WEEK 8  
**New Ngalu: Health, Social Services, and Education**

**Monday – May 19**
- Guest Speaker: **Professor Vilisoni Hereniko, Pacific Studies Prof., U. of Hawai`i**

**Wednesday – May 21**

**Friday – May 23**
- Film: **FORWARD: A Story about Pacific Islanders** (by Kapiolani Lee)
- Guest: **Professor Haunani Kay Trask, Hawaiian Studies Prof., U. of Hawai`i**
- P.I. Event: Filipino Nite

**Saturday – May 24**
- P.I. Event Micronesia 2003: One Foot Forward

WEEK 9  
**Emerging Tufunga: Reclaiming Knowledge & Research Methodologies**

**Monday – May 26**

**Wednesday – May 28**

Friday – May 30
Film: *Act of War: The Overthrow of the Hawaiian nation*

**WEEK 10**  
*Faiva: Performing Knowledge in Time and Space*

Monday – June 2
Group Presentations

Wednesday – June 4
Group Presentations

Friday – June 6
Group Presentations

****Hanging-out Notes Due****
References


Hau'ofa, E. (1994). *Our Seas of Islands*. In E. Waddell, V. Naidu & E. Hau'ofa (eds.). A New Oceania: Rediscovering Our Sea of Islands. Suva: USP (pp. 2-16)


