

Spring 2011

**PACS 302 CONTEMPORARY ISSUES IN OCEANIA**

Tuesday and Thursdays, 10:30-11:45  
Webster 116

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*Office hours:* Tuesday 9:00-10:15am, Thursday 1:30-3:00, or by appointment

Course description

Recent events, including the deployment of an Australian-led intervention force into the strife-torn Solomon Islands, the bankruptcy of the once-wealthy Republic of Nauru, and armed coups in Fiji, provide dramatic challenges to the popular image of the Pacific Islands region as an idyllic backwater in a troubled world. The course uses a multidisciplinary approach to analyze some of the critical issues facing Pacific Islands societies today, paying particular attention to the continuing process of decolonization, and the impact of globalization on economic development and human welfare in the region. This course treats Hawai`i as an integral part of the Pacific Islands region, and a central point of reference for discussion of major topics. It emphasizes indigenous experiences, voices, and perspectives, and seeks to foster multicultural respect and understanding.

Learning Objectives

After taking this course, students should be able to

1. Describe the diversity of contemporary Oceania
2. Identify major events in the recent history of the region
3. Explain a range of issues of concern to Pacific Islanders today
4. Analyze processes of change in island societies

Readings and resources

The **required readings** for each topic are listed in the course outline. There is no textbook for the class, but the required readings will be posted on the Laulima class website (get to Laulima via “quick links” on MyUH). A set of four **maps** of the region is available from the Center for Pacific Islands Studies (Moore 215) at a cost of \$3.00. Students might also consider purchasing the two **books** they will be required to review (see “Book reviews” below).

UH has one of the best collections of Pacific Islands materials (including newspapers and periodicals) in the world. The Pacific Collection is located on the 5<sup>th</sup> Floor of Hamilton Library. The Internet is increasingly useful as a source of information on current events and issues in the islands region. Two sites have particular relevance for this course:

*Pacific Islands Report*

<http://pidp.eastwestcenter.org/pireport/>

Daily news stories, extensive links to other resources, as well as a searchable archive.

*Carving Out: Development in the Pacific* <http://www.abc.net.au/ra/carvingout/radio/>

A website containing full transcripts from a 13-part series of programs on Pacific development issues broadcast on Radio Australia in 2001. You can listen to the programs or read the transcripts. Several of the program transcripts are listed in the Course Outline as required readings.

### Requirement and assignments

The class will meet twice a week throughout the semester. Lectures (sometimes by guests) will be supplemented by video presentations. Classroom discussion will be encouraged. There will be a midterm and final exam, two book reviews, and a video review. Each of these requirements will count towards the final grade as follows:

Midterm exam:	20%
Book review I	10%
Book review II	10%
Video review	10%
Final exam	40%
Attendance/Participation	10%

### Attendance

You are expected to attend all classes, keep up with the readings, and participate in discussions. Attendance will be monitored via a sign-in sheet. Please let me know ahead of time if you are unable to attend a class session. More than two unexcused absences will negatively affect your grade.

### Examinations

The midterm and final are take home examinations that require essay responses. Questions will be distributed in class two weeks prior to the dates that examinations are due. The midterm should be between 6 and 8 double-spaced pages in length. The final examination should be 8-10 pages in length.

The midterm will be distributed in class on **2/17** and is due **3/3**

The final exam will be distributed in class on **4/19** and is due **5/3**

### Book and video reviews

Students are required to submit two book reviews and one video review according to the following schedule:

**Book Review I, due 2/3**

Review Epeli Hau'ofa's Tales of the Tikongs

**Book Review II, due 4/7**

Choose **one** of the following books to review: **either** Cathy Small Voyages from Tongan Villages to American Suburbs; **or** Albert Wendt Sons for the Return Home

**Video Review, due 4/26**

Review any one of the 7 videos used in this course (see list under "Videos" below).

**Book and Video Review Requirements**

Reviews should be in the range of 3-4 typed, double-spaced pages. Each review must include four items: 1) an indication of the author's or filmmaker's background; 2) a discussion of the author's intent or purpose in producing the work; 3) a capsule summary of the contents of the book or video; 4) your thoughtful response or reaction to the work, and your assessment of its significance for understanding the Pacific region. The last part is the most important. Reviews can be organized around these four themes, which may be used as sub-divisions within the written text of the review.

Deadlines

The due dates for assignments are indicated in the course schedule. Generally, there will be grade penalties for late work. Please note that incompletes will only be granted under exceptional circumstances, such as documented illness.

Videos

We will watch the following videos in class. The videos will be on reserve at the Wong audio visual center at Sinclair Library for approximately two weeks after the screening in class. The library call number is listed after the title.

Advertising Missionaries	13624	Time and Tide	5988
Half Life	851	Rising Waters	18236
Islands on the Edge of Time	12511	Pacific Star	13216
Coconut Revolution	20942		

Acknowledging sources and plagiarism

Students writing a term paper, take-home exam, or book review are sometimes tempted to borrow facts, ideas, or phrases from other writers. This is especially the case now that the Internet allows almost instant access to huge amounts of material. It is perfectly acceptable to use and learn from other peoples' work, provided that you acknowledge sources fully and appropriately. Not to do so can constitute plagiarism, defined by the Council of Writing Program Administrators as follows:

*"In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source"* <<http://wpacouncil.org/positions/WPAplagiarism.pdf>>

This is essentially a question of academic honesty, and any attempt to present the work of others as your own will be regarded as theft or misrepresentation. Plagiarism is treated very seriously by the UH administration, and a statement about it is included in the Student Code of Conduct

([http://www.manoa.hawaii.edu/students/conduct/impermissible\\_behavior.html](http://www.manoa.hawaii.edu/students/conduct/impermissible_behavior.html)).

Presenting any material not your own without attribution is unacceptable, even if it is only a small part of an assignment. Some types of plagiarism are obvious, such as handing in a paper that has been written in whole or part by someone else, or copying an assignment or part of an assignment word-for-word from a book, website, or other source. Other forms of plagiarism may be less obvious, but just as serious. For example, using other peoples' ideas, logic, or conclusions in your work without acknowledging the source constitutes plagiarism, even if you paraphrase the original or use different words.

In any academic setting, the disciplinary consequences of plagiarism are severe. Even though time or other pressures may make it tempting to cut-and-paste material off the Web, it is simply not worth the risk. I would much prefer that you approach me for help with an assignment, or request an extension of the deadline, than resort to cheating. Such practices compromise your integrity as an adult learner, and my time as an instructor.

The best way to avoid accusations of plagiarism is to cite sources appropriately. There are different ways of identifying sources. I do not mind which system you use, as long as you are consistent and make an honest attempt to identify your sources. The Modern Language Association (MLA) style is perhaps the easiest to use. Here you briefly credit sources with citations in parentheses in the text of your work, and give the complete description of each source in a list of References or Works Cited at the end of the document.

For example, in the body of your paper you might write:

*Epeli Hau'ofa is a highly regarded writer, perhaps best known for his insistence that Pacific Islanders "have considered the open seas their home for many thousands of years" (Clarke 2006). Tales of the Tikongs contains twelve chapters, each of which explores a different aspect of development in this fictitious Pacific island (Hau'ofa 1994). Professor Hau'ofa relies heavily on a Pacific tradition of storytelling to explore the ways that indigenous peoples respond to economic and cultural forms of imperialism (Hereniko 1994, vii).*

In Works Cited or References, you would list these and other sources in alphabetic order according to the last name of the author or, if that is not available, the title of the publication or website:

Clarke, Nigel. An Island Race? BBC, Open2.net. Accessed 8/18/06  
<[http://www.open2.net/historyandthearts/history/island\\_race.html](http://www.open2.net/historyandthearts/history/island_race.html)>

Hau'ofa, Epeli. Tales of the Tikongs. Honolulu: University of Hawaii Press, 1994.

Hereniko, Vilsoni. "Editor's Note." Tales of the Tikongs by Epeli Hau`ofa. Honolulu: University of Hawaii Press, 1994, vii-viii.

For more information about acknowledging sources, consult a style manual or look for information on the Web.

Disability Accommodations

If you feel you need reasonable accommodations because of the impact of a disability, please 1) contact the KOKUA Program in Room 013 of the Queen Lili`uokalani Center for Student Services (phone: 956 7511 or 956 7612); 2) speak to me privately to discuss your specific needs. I am happy to work with you and the KOKUA Program to meet access needs related to documented disability.

## COURSE OUTLINE

### PART 1: INTRODUCTION AND OVERVIEW

#### **1/11 Orientation**

*A discussion of the course structure, requirements and expectations*

#### **1/13 Overview of Oceania**

*An overview emphasizing the enormous geographic and cultural diversity of the region*

#### Reading

Robert Kiste "Precolonial times," Chapter 1, *Tides of History: The Pacific Islands in the Twentieth Century*.

Carving Out, Program #1 "People of the Sea"

#### **1/18 Imagining Oceania**

**\*\*\*Map quiz\*\*\***

*Representations of this "sea of islands" that range from paradise to purgatory*

#### Reading

Epeli Hau'ofa Our Sea of Islands. *The Contemporary Pacific* 6(1); 148-161.

David Shearer Beyond Bikinis and Balaclavas, *The World Today*, November 2000.

#### **1/20 Contemporary issues**

*A survey of contemporary issues as reflected in the online news service, Pacific Islands Report <<http://pidp.eastwestcenter.org/pirereport/>>.*

#### Reading

William Clarke 2000 Pacific Voices, Pacific View: Poets as Commentators on the Contemporary Pacific. Pacific Distinguished Lecture 2000, Center for The Contemporary Pacific, Australian National University.

#### **1/25 Islands of globalization**

*The incorporation of island societies into global political, economic and cultural systems. A look at the process as it continues today in the highlands of Papua New Guinea.*

Video: Advertising Missionaries. Aspire Films, 1996 (Wong #13624)

#### Reading

Victoria Lockwood 1993 An Introduction to Contemporary Pacific Societies. In *Contemporary Pacific Societies: Studies in Development and Change*, edited by Lockwood, Harding and Wallace

## PART II: DECOLONIZING OCEANIA

### **1/27 Colonialism and violence**

*A reminder of the nature of colonialism, and its extremely violent impact in some parts of the Pacific*

Video: Half Life: A Parable for the Nuclear Age. Direct Cinema 1986 (Wong #851)

#### Reading

Robert Milliken 1985 Deadly Snow

US Embassy Responds to “Half-Life” Film, Press Release September 9, 1986

Dennis O’Rourke letter in response to embassy press release

### **2/01 Reflections**

*Discussion of the issues raised by “Advertising Missionaries” and “Half Life”*

### **2/03 Decolonization: global perspectives**

**\*\*\*Book Review I due\*\*\***

*The post-World War II breakup of the great European empires; the role of the United Nations; the principle of self-determination*

#### Reading

Declaration on the Granting of Independence to Colonial Territories and Peoples. General Assembly Resolution 1514 (XV), December 14, 1960.

John Isbister 1998 Nationalism and Independence. Chapter 5, *Promises Not Kept: The Betrayal of Social Change in the Third World*. West Hartford, Connecticut: Kumarian Press.

### **2/08 Decolonizing the Pacific Islands**

*A discussion of the process whereby Pacific Island entities have (or have not) achieved political independence from their colonial masters.*

#### Reading

Vijay Naidu 1993 The Path to Independence. In Max Quanchi and Ron Adams (eds) *Culture Contact in the Pacific*: 126-138.

#### Further reading

Stewart Firth 1989 Sovereignty and Independence in the Contemporary Pacific, *The Contemporary Pacific* 1(1&2). 75-96.

### **2/10 Outcomes of decolonization**

*Independence, integration, and free association as outcomes of the decolonization process in the Pacific. Unresolved claims to self-determination.*

### Reading

Stewart Firth 2000 Decolonization. Chapter 17 in Robert Borofsky (ed) *Remembrance of Pacific Pasts: An Invitation to Remake History*. Honolulu: UH Press. 314-332.

John Henderson 2002 The Politics of Association. Special Issue of *Revue Juridique Polynésienne*, Volume 2, edited by Stephen Levine and Yves-Louis Sage. 77-86.

### **2/15 Imbalances of power**

*Prospects for self-determination in Oceania in an era of globalization*

Video: Islands on the Edge of Time (Palau) (Wong 12511)

### Reading

Palau, in *The Pacific Islands: An Encyclopedia*, edited by Brij Lal, pp. 598-600

Cita Morei 1994. In Defence of our Nuclear-Free Constitution. In *Sustainable Development or Malignant Growth? Perspectives of Pacific Island Women*, edited by Atu Emberson-Bain, pp219-222.

Isabella Sumang 1994. The Pentagon's Chosen People. In *Sustainable Development or Malignant Growth? Perspectives of Pacific Island Women.*, pp.223-228.

## PART III: COUPS, CONFLICTS AND CRISES

### **2/17 Conflict in the contemporary Pacific**

\*\*\*Distribute midterm\*\*\*

*Recent events in Fiji and Solomon Islands have led some commentators to predict a "contagion" of violence and instability in the region as a whole. A look at some historical and contemporary factors producing tension and conflict in Oceania.*

### Reading

Gerard Finin and Terence Wesley-Smith 2000 *Coups, Conflicts and Crises: The New Pacific Way?* Honolulu; East West Center Working Paper #13.

### **2/22 The Bougainville crisis**

*A discussion of the factors causing the decade-long secessionist crisis in Bougainville, an island province of Papua New Guinea, which may have cost the lives of more than 10,000 people.*

### Reading

Sean Dorney 1998 The Bougainville War: A Background History to the Secessionist Conflict (to 1995). Chapter 2 in *The Sandline Affair: Politics and Mercenaries and the Bougainville Crisis*. Sydney: ABC Books. 37-56.

### **2/24 Coconut Revolution**

*Video about the war in Bougainville (Wong #20942)*

Reading

Anthony Regan 1998 Causes and Course of the Bougainville Conflict. *Journal of Pacific History* 33(3). 269-285.

**3/01 Bougainville: peace and reconciliation**

*The terms of the Bougainville peace agreement, and prospects for the future*

John Connell 2005 Bougainville: The Future of an Island Microstate. *The Journal of Pacific Studies* 28(2):192-217.

**3/03 Crisis in Solomon Islands**

**\*\*\*Midterm due\*\*\***

*In June 2000 members of the Malaita Eagle Force took the Solomons Prime Minister hostage and engaged in a series of armed conflicts with a rival militia, the Isatabu Freedom Movement, that left many dead. A discussion of the factors behind the longstanding tensions between local landowners on Guadalcanal (represented by the Isatabu Freedom Movement) and migrants from the nearby island of Malaita (represented by the Malaitan Eagle Force).*

Reading

Tarcisius Tara Kabutaulaka 2002 A Weak State and the Solomon Islands Peace Process. East-West Center Working Paper, Pacific Islands Development Series #14.

**3/08 Solomons: current situation and future prospects**

*The Australian-led intervention of July 2003. Social, economic, and political implications of the crisis. The challenge of rebuilding the state.*

Reading

Tarcisius Kabutaulaka 2005 "Australian Foreign Policy and the RAMSI Intervention in Solomon Islands" *The Contemporary Pacific* 17(2), 283-308.

**PART IV: GLOBALIZATION, SOCIAL CHANGE  
AND HUMAN WELFARE**

**3/10 The idea of "development"**

*We often divide the world up into "developed" and "underdeveloped" or "developing" countries without stopping to think where these categories came from and what they actually mean. A brief look the relatively recent origins of these ideas.*

Reading

Notes on "The Discovery of Poverty" and "A Primer on Global Poverty and Inequality" Carving Out, Program #13, "Pacific Perspectives on Development"

**3/15 Globalization and economic development in Oceania**

*A survey of some economic issues facing Pacific Islanders in an era of globalization.*

### Reading

Victoria Lockwood 2004 The Global Imperative and Pacific Island Societies. In Lockwood (ed.) Carving Out, Program #4, "Sailing the Global Currents"

### Further reading

Stewart Firth 2000 The Pacific Islands and the Globalization Agenda. *The Contemporary Pacific* 12(1): 178-192.

John Overton 1999 Sustainable Development and the Pacific Islands. Chapter 1 in Overton and Scheyvens (eds.) *Strategies for Sustainable Development: Experiences from the Pacific*.

### **3/17 Tourism and its impacts: Pacific Star**

Video: Pacific Star (Wong # 13216)

*Musical that examines issues associated with the establishment of tourism in a remote island in Vanuatu. Wan Smolbag Theatre group.*

### Reading

Regina Scheyvens and Nick Purdie 1999 Ecotourism. Chapter 16 in Overton and Scheyvens (eds.) *Strategies for Sustainable Development: Experiences from the Pacific*. 212-226.

### **3/22, 3/24 SPRING BREAK**

### **3/29 Innovative responses to globalization: the case of Tuvalu**

*A look at one of the region's (and the world's) smallest nations, and its attempts to deal with global forces and opportunities.*

### Reading

Gerard Finin 2002 Small is Viable: The Global Ebbs and Flows of a Pacific Atoll Nation. Pacific Islands Development Series #15, East-West Center Working Papers.

### **3/31 Globalization and social change in the Pacific**

*A discussion of the social and cultural implications of globalization or westernization for island societies.*

### Reading

Penelope Schoeffel 1994 Social Change. In Howe, Kiste, and Lal (eds) *Tides of History: The Pacific Islands in the Twentieth Century*. 350-380.

### **4/05 Health issues**

*Changing patterns of health and disease in the Pacific Islands*

Reading

South Pacific Commission 1988 Patterns of Disease and Causes of Death in the Pacific Islands.

South Pacific Commission 1988. Food and Nutrition Issues in the Pacific Carving Out, Program#6, “A Healthy Outlook”

**4/07 Islanders on the move**

**\*\*\*Book Review II due\*\*\***

*A look at overseas migration and diaspora in Oceania*

Reading

Helen Lee Pacific 2009 Migration and Transnationalism: Historical Perspectives. *In Migration and Transnationalism: Pacific Perspectives*, edited by Helen Lee and Steve Tupai Francis, 7-41. **Read pages 7-17.**

**4/12 Migration, culture and identity**

Video: Time and Tide (Wong #5988)

*A video about expatriate Tuvaluans who return to Tuvalu from New Zealand, and the changes they witness in their home island.*

Reading

Helen Lee Pacific 2009 Migration and Transnationalism: Historical Perspectives. *In Migration and Transnationalism: Pacific Perspectives*, edited by Helen Lee and Steve Tupai Francis, 7-41. **Read pages 18-41**

**PART V: CHANGING RELATIONS OF POWER AND  
SUSTAINABLE DEVELOPMENT**

**4/14 China in Oceania**

*A look at China’s rise in the Pacific, and the implications for relations of power and influence in a region long dominated by western countries such as Australia, New Zealand, the United States and France.*

Reading

Terence Wesley-Smith 2007 China in Oceania: New Forces in Pacific Politics. East-West Center, Pacific Islands Policy 2.

**4/19 Disappearing Islands?**

**\*\*\*Distribute final\*\*\***

*A survey of environmental issues in Oceania, with a particular focus on the threat of sea level rise.*

Reading

Carving Out, Program #10, “Conserving the Future”

**4/21 Rising waters**

*Pacific Islanders express their fears about global warming and sea level rise*

Video: Rising Waters (Wong # 18236)

**4/26 Self-determination and sustainable development \*\*\*\* Video review due**

*The challenge of finding a locally-rooted “Pacific Way” to sustainable development.*

Reading

Atu Emberson-Bain 1994 Sustaining the unsustainable? In Emberson-Bain *Sustainable Development or Malignant Growth?* i-xiii.

Vanessa Griffen 1994 The Politics of Sustainable Development in the Pacific. In Emberson-Bain *Sustainable Development or Malignant Growth?* 263-274.

**4/28 Review and Reflection**

**5/03 Review and Reflection**

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Thursday 5/12

**\*\*\*Final Exam due by 4:30pm\*\*\***