

PACS 202: Oceania on the Move
Fall 2009, Time and Date: TBA, Room: TBA

Instructor	Dr. Lola Quan Bautista
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Office Hours	9:00-10:00, 3:00-5:00 TR (or by appt.)

Course Description

‘Oceania on the Move’ looks at the many facets of the diaspora of Pacific Islanders: cultural origins and migrations, current navigations, mobility between atolls and high islands, village to village wanderings, travels across political borders and boundaries, and ‘forced’ migration due to climatic change or nuclear histories.

This course is typically organized into six sections: Introduction; ‘Our sea of islands;’ ‘Micronesian voices;’ Circular mobility; Relocations; and Pacific Islanders in other Pacific places (discussed below). In line with the Pacific Islands Studies (PACS) interdisciplinary program, the course emphasizes indigenous knowledge and cultural interpretations by Pacific Islanders about what it means to move *and stay*. The course draws from many different disciplines such as sociology, human geography, anthropology, development studies, political science, demography, history, and archaeology.

‘Ocean peoples on the move’ includes a service-learning component (described later). Under the larger heading of ‘Pacific Islanders in other Pacific Places’ we will explore the challenges Pacific Islanders face with particular reference to urbanization, land tenure, housing, and citizenship. All students will conduct research and service at Palolo Valley or the Kaka`ako Homeless Shelter. The service-learning research will highlight the experiences of two Pacific Islander groups: Solomon Islanders in Fiji and Samoa and Micronesians in Guam, Saipan, Hawai`i and the United States mainland.

Learning Outcomes

At the end of the course students are expected to be able to:

- a. name most Pacific Island countries, identify their capital cities and major urban centers, and understand demographic profiles;
- b. discuss the nature and kinds of islands that make up Oceania and explain how this influences internal and external mobility patterns;
- c. understand indigenous and colonial settlement of the Pacific and link this with identity issues in a diverse region;
- d. demonstrate an understanding and appreciation of the diversity of Pacific Island cultures, especially contemporary cultural formations in urban and modern spaces;
- e. identify and explain several important environmental and political-economic concerns in the contemporary Pacific that impact ‘forced’ migration;
- f. explain and describe aspects of the Pacific diaspora including their political-economic relationships with metropolitan nations;
- g. explain how past and current mobility research speak to the interdisciplinary nature of Pacific Studies and its relevance to learning about Oceania; and
- h. engage in active support of indigenous issues and concerns.

Readings and Class Participation

You can purchase the Reader and a set of maps (4) for \$8 at the Center for Pacific Islands Studies, Moore Hall 215. Class participation and attendance is worth a tenth of your grade. You are expected to attend every class, keep up with the readings, and contribute to class discussion. Class participation includes taking part in small group discussions and a service-learning activity (discussed later). A doctor's note is required for a missed short essay exam or quiz. More than two absences will result in a two-percent deduction for each missed class. As much as possible, keep the instructor informed of your possible absence(s).

Lectures, Films and Note Taking

The Reader is a collection of many different writings from different authors. In class, I will discuss further how to take notes and highlight key points for each reading. For example, in my power point lectures, I often use different colored fonts to indicate notes, announcements, group discussions, and references for key points. Full citations for films will be given out during the lecture. Most of the films are available at the Sinclair Library, Wong Audiovisual Center, 3rd floor. Laptops in the classroom should be used *only* for note taking and class activities. Turn off cell phones and pagers before coming to class.

Service Learning

The service-learning component is intended to give you actual experience interacting with Pacific Islanders as well as working collaboratively with your peers. You will be required to spend no less than twenty (20) hours outside of the classroom to conduct research which will begin in late September. At times, class time will be rearranged to accommodate service-learning meetings at the research site.

Service learning will account for 40 percent of your grade. Your grade will be based on two aspects: journal keeping and a final presentation. A journal must be kept to record and reflect on the experience of the service learning experience and how it relates to the topics we discuss in class. Entries in the journal will be reviewed by the instructor on noted dates.

You may also consider looking on the University of Hawai'i website about service learning activities involving students and faculty who are collaborating on various interdisciplinary projects (see Service Learning Pathways, College of Social Sciences). For this class' service learning experience, I have designated a project with Palolo Valley and the Kaka'ako Homeless Shelter. You will have the opportunity to work with the community and relate what you learn under the broader topic of Pacific Islanders in other Pacific Island places.

The presentation must include a short description of the context and relevance of the topic, but focus on the actual research or service learning experience. It can be in the form of a lecture with power point, a video excerpt or a self-made video, a play, or a skit. The presentation should last twenty to thirty minutes. Points earned for the oral presentation depend on delivery and focus of the presentation.

Assessment, Grading Scale, and Extra Credit

(Details for each of the following will be discussed in class.)

Class participation and attendance (see above)	10%
Map & Demographic Quiz	10%
Journal Entries (4)	20%
Service-Learning Project/Presentation	20%
Short Essay Exams (4)	40%

A+	100-97	B+	89-86	C+	79-76	D+	69-66
A	96-93	B	85-83	C	75-73	D	65-63
A-	92-90	B-	82-80	C-	72-70	D-	62-60
						F	Below 60

Extra Credit

You can earn up to ten percentage points throughout the semester through extra credit. Extra credit examples include short reaction papers about a talk on campus or an event in Hawai'i that relates to the course. To be able to do extra credit, you must be passing with a 70% or better and you must have completed all of your regular assignments. I will also allow students who are averaging lower than 70% to do extra credit if they have a near-perfect attendance.

Schedule of Events

The instructor will give you weekly reminders about the readings, films, and meetings at field sites. Changes may be made to the syllabus and the Schedule of Events at the instructor's discretion.

Schedule of Events

August	25	T	PART I: Introduction	Notes
	27	Th		Note taking, films, and grading
September	1	T	Holiday: Labor Day	
	3	Th		
	8	T	PART II	Writing Short Essays
	10	Th		
	15	T		Discuss Interdisciplinary focus at CPIS
	17	Th		
	22	T		
	24	Th		
	29	T	PART III	Discuss Service Learning, Begin Reading Part VI
October	1	Th		
	6	T		Visit Palolo Valley
	8	Th		
	13	T		
	15	Th		Mid-Semester Evaluations Report on Student Progress
	20	T	PART IV	
	22	Th		Visit Kaka'ako Shelter
	27	T		
	29	Th		
November	3	T		Group Selections
	5	Th		
	10	T	PART V	Discuss Presentations
	12	Th		
	17	T		
	19	Th		
	24	T		
	26	Th	HOLIDAY: Thanksgiving	
December	1	T	Group Presentation	
	3	Th	Group Presentation	
	8	T	Group Presentation	
	10	Th	Last day of instruction Discussion of Final Exam	CAFÉ: Student Evaluations PACS201 Islands of Globalization
	TBA		FINAL EXAM	

PART I: INTRODUCTION

[Weeks 1-2]

Patrick Vinton Kirch (2000). Discovering the Oceanic Past. In *On the road of the winds: An archaeological history of the Pacific Islands before European Contact*. Berkeley: University of California Press, 12-41.

John Lynch (1998). Ideas about Pacific languages. *Pacific languages: An introduction*. Honolulu: University of Hawai'i Press, 272-277.

Film: Made in Taiwan. Directed by Dan Salmon. c2006, 45 minutes.

PART II: 'OUR SEA OF ISLANDS':

Pacific Islanders in the United States, New Zealand and Australia

[Weeks 3-5]

Manuhua Barcham, Regina Scheyvens and John Overton (2007). Rethinking Polynesian mobility: A new Polynesian triangle? Massey University: Centre for Indigenous Governance and Development (CIGAD) Working Paper Series, 1-21.

Asenati Liki (2001). Moving and rootedness: The paradox of the brain drain among Samoan professionals. *Asia-Pacific Population Journal* (Demographer's Notebook): 16(1): 67-84.

Robert A. Underwood (1985). Excursions into inauthenticity: The Chamorros of Guam. *Pacific Viewpoint* 26 (April): 160-184.

Film:

PART III: 'MICRONESIAN VOICES'

Newer waves of Pacific Islanders

[Weeks 6-8]

Joakim Peter (2000). Chuukese travelers and the idea of horizon. *Asia Pacific Viewpoint* 41(3): 253-267.

Reilly Ridgell, Manny Ikea, and Isaoshy Uruo (1994). The persistence of central Carolinian navigation. *ISLA: A Journal of Micronesian Studies* 2(2) Dry Season: 181-206.

Lyndsay Farrall (1981). Knowledge and its preservation in oral cultures. In *Oral traditions in Melanesia*. Edited by Donald Denoon and Roderic Lacey. Port Moresby: The University of Papua New Guinea and The Institute of Papua New Guinea Studies, 71-87.

Emelihter Kihleng (2005). 'The Micronesian question.' *Tinfish* Number 2 [June].

Vincente M. Diaz (2001). Hypo-modernity: Traditional: Carolinian navigation as critique and aesthetic. Paper presentation, Screening and lecture, History Department, State University of New York, Binghamton, 1-16.

Paulina Yourupi (2007). The impact of the Hokule'a voyage on my life. *Pacific Educator* 6(2): 18-19.

Film: Sacred Vessels: Navigating tradition and identity in Micronesia.
Produced by Christine Taitano DeLisle and Vicente M. Diaz.
Moving Islands Productions, c1997, 29 minutes.

Film: Micronesian Voices in Hawaii (DVDs 1-8). Micronesian Voices Conference, 3-4 April
Center for Pacific Islands Studies, University of Hawai'i, Manoa. Taped by 'Ōlelo
Community Television, c2008 [each DVD varies in length].

PART IV: CIRCULAR MOBILITY Rural and Urban Dwellers [Weeks 9-11]

Murray Chapman and R. Mansell Prothero (1985). Circulation between 'home' and other places: Some propositions. *Circulation in population movement*, edited by Murray Chapman & R. Mansell Prothero. London: Routledge & Kegan Paul; 1-12.

Joel Bonnemaïson (1985). The tree and the canoe: Roots and mobility in ni-Vanuatu societies. *Mobility and identity in the island Pacific, Special issue of Pacific Viewpoint* 26(1): 30-62.

Leonard P. Maenu'u (1989). Land within traditional societies. *Ethnies: Renaissance in the Pacific Spring* (8-9-10): 30-35.

Geoffrey White (2007). [Indigenous Governance in Melanesia](#). Discussion Paper. State, Society, and Governance in Melanesia Project. Australian National University; 1-16.

Bernard Mullu Narokobi (1989). The Melanesian way; Critics. *Ethnies: Renaissance in the Pacific Spring* (8-9-10): 96-101.

Film: Since the company came. Directed and produced by Russell Hawkins. First Run/Icarus Films, c2000, 53 minutes.

PART V: RELOCATIONS Climatic change and forced migration [Weeks 12-14]

Mark Cherrington (2008). Indigenous peoples and climate change; Guardians. *Cultural Survival Quarterly: Climate change and indigenous peoples*. Summer 32 (2): 10-15.

Holly M. Barker (2004). Setting the stage: Geography, social/political organization, and the language of Marshall Islands; A colonial history of the Marshall Islands. *Bravo for the Marshallese: Regaining control in a post-nuclear, post colonial world*. Australia: Wadsworth, a division of Thomson Learning, 4-32.

Barbara Rose Johnston and Holly M. Barker (2008). Prologue. *Consequential damages of nuclear war: The Rongelap report*. Walnut Creek, CA: Left Coast Press, Inc; 11-38.

Film: Half life: A parable for the nuclear age. Direct Cinema, c1986, 86 minutes.

PART VI: PACIFIC ISLANDS IN OTHER PACIFIC PLACES
Incorporating Service Learning Activities
[Week 15]

Leonard Mason and Pat Heriniko, eds. (1987). [selected chapters] *In search of a home*. Fiji: University of the South Pacific, Institute of Pacific Studies.

Jan Rensel and Margaret Rodman, eds. (1997). [selected chapters] *Home in the islands: Housing and social change in the Pacific*. Honolulu: University of Hawai'i Press.
change in the Pacific.

Michael D. Lieber (1977). [selected chapters] *Exiles and migrants in Oceania* [ASAO Monograph No. 5]. Honolulu: University Press of Hawaii.

Winston Halapua (2001). "Introduction;" "Historical Background [chapter 1]." *Living on the fringe: Melanesians in Fiji*. Suva, Fiji: The University of the South Pacific, Institute of Pacific Studies, 15-53.

Asenati Liki-Chan Tung. Sogi relocation and the Melanesianization of a Samoan problem. Samoalive Newslines, <http://www.samoalive.com>, Provided by *Newslines Samoa Newspaper*, 31 May 2008 [1/16 to 6/16].

Hilda Heine (2001). Culturally responsive schools for Micronesian immigrant students. Pacific Resources for Education and Learning (PREL) Briefing Paper. Honolulu, 1-16.

Ann M. Pobutsky, Lee Buenconsejo-Lum, Catherine Chow, Neal Palafox, and Gregory G. Maskarinec (2005). Micronesian migrants in Hawaii: Health issues and culturally appropriate, community-based solutions. *California Journal of Health Promotion* 3(4): 59-72.

Homeless Service Utilization Report: Hawaii 2008. Center on the Family at the University of Hawai'i and the Homeless Program Branch of the Public Housing Authority.

Ullman, Michael, D. (2007). Not-so-silent epidemic: The rise in shelter utilization by Micronesians in Hawaii 2001 to 2006. *Pacific Magazine*.

Film: Struggling for a better living: Squatters in Fiji. Produced by the Citizens' Constitutional Forum Limited (CCF) Production House: The Regional Media Centre (RMC), c2007.