

**PACS 201**  
**ISLANDS OF GLOBALIZATION**

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**Course Description**

Halo olketa, Nisa bula vinaka/namaste, Aloha, Talofa lava, Malo e lelei, Kia Orana, Taloha ni, Kona mauri, Hafa adai, Alii, Iokwe yuk and Fakaalofa lahi atu. Pacific Island greetings and welcome to *PACS 201: Islands of Globalization*.

Globalization has created a new form of social organization where there is an increasingly borderless world where flows of capital and new technologies are propelling goods, information, people, and ideologies around the globe in volumes, and at speeds, never previously imagined. The global economic recession following the credit crunch in the U.S. in 2008 is a manifestation of this global inter-connection. Even small and relatively remote parts of the world, like the Pacific Islands, are influenced by this global flow of goods, information, people, and ideologies. But, what exactly is globalization, and what are the factors and powers behind it? How does the rest of the world react to it? What does it look like from the perspective of Pacific Islanders? How do Pacific Islanders engage with global forces? How does it influence Pacific Island histories, societies, and experiences? How do Islanders creatively strategize to survive in a rapidly changing world? These are some of the questions that this course will explore.

The course is designed to provide you with an insight into the nature and impacts of globalization as viewed from the perspective of Islanders, paying particular attention to how Pacific Island peoples creatively engage with global forces. This course builds on the “*PACS 108: Pacific Worlds*”, which introduces students to Pacific Island studies. Students would benefit greatly from having taken PACS 108 and HWST 107. However, while these are recommended, they are not prerequisites for enrolment in PACS 201.

**Rationale & Objectives**

The impacts of globalization on Pacific Island societies are pervasive. While Pacific Island societies, like those elsewhere, are impacted by globalizing processes, they have also found unique ways to deal with it in order to survive in a rapidly changing world. There is, therefore, a need to understand the processes and impacts of globalization and how Pacific Islanders engage with it.

Much of the discussion on globalization tends to focus on its overwhelming impact on developing countries like those in the Pacific Islands. In this discussion globalization is often viewed as a

phenomenon which has its origins in the West and spreads to the rest of the world through colonialism, capitalism, Judeo-Christian religion, technologies, and goods. In this discussion, non-Western societies are often portrayed as 'passive victims'. PACS 201 critiques the view that small island societies are simply 'passive victims' of globalization, and explores how Pacific Islanders proactively engage with global forces, how they create survival strategies, and their attempts to influence global issues and events. The course also introduces students to non-Western powers like China, and examines how Pacific Islanders engage with them as well as with the West.

The objectives of this course are to:

- (i) enhance students' understanding of globalization.
- (ii) examine the impacts of globalization on Pacific Island societies.
- (iii) explore how Pacific Islanders engage with global processes and forces, and how they create strategies for survival.

### **Learning Outcomes**

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

- a. name and identify locations of most Pacific island countries as well as their capital cities and major urban centers; including subregions, territories, and major political-historical events;
- b. discuss the nature and kinds of islands that make up Oceania and explain how this influences various processes and impacts of globalization;
- c. understand indigenous and colonial settlement of the Pacific and link this with events, trends, issues and forces that facilitate globalization in the region;
- d. demonstrate an understanding and appreciation of the diversity of Pacific Island cultures; particularly the establishment of states and the making of nation-states;
- e. identify and explain several important social, cultural and environmental concerns in the contemporary Pacific that impact global economies and 'good' governance;
- f. explain and describe aspects of the Pacific diaspora as Pacific Islanders creatively engage in global processes and forces;
- g. explain the interdisciplinary nature of Pacific Studies in relation to teaching, learning, and research about globalization; and be able to confidently engage in discussions about globalization in the Pacific Islands;
- h. engage in active support of indigenous issues and concerns.

### **Assignments & Assessment**

You will be assessed on five activities:

- (i) **Attendance & Participation**: You are expected to attend all classes, keep up with readings, and participate in discussions. Attendance and participation are worth 10 percent of the overall course grade. Class participation includes taking part in group discussions and a group project/presentation at the end of the semester. A doctor's note is required for a missed class or exam. More than two (2) absences will result in a 2 percent deduction for each missed class. You are also expected to have read the readings assigned for each week.
- (ii) **Reflection Papers**: You are required to write four (4) one-page reflection papers during the semester. The first one will be based on the reading in Week 3 and the other three (3) on any of the weeks of the semester. The Reflection Papers must demonstrate that

- you have read the readings, reflected on them, and are able to relate them to issues and events in the Pacific Islands as well as to relevant personal experiences.
- (iii) Essays: Students must write two short essays (1,500 words) on questions that will be provided at the beginning of the semester. These are due at different times of the semester as indicated in the schedule below.
  - (iv) Service-learning: You will be divided up into groups of five (5) to work on a project in which you will do Service-learning with either the Kaka’ako Homeless Shelter or the Palolo Pipeline. The project will involve volunteering at these sites for at least five (5) hours and then writing a paper (1,500 words) that demonstrates the group’s ability to relate their experiences at these sites with concepts and issues learned in class. Although the focus will be on Pacific Islanders, you are encouraged to relate what you learned in class with human experiences more generally. The group project/Service-learning is intended to give you experience interacting with Pacific Islanders, working collaboratively with your peers, and relating what you learn in class with experiences and issues in the community. You will be required to meet in class as well as outside of the classroom to prepare and conduct your group project.
  - (v) Final Exam: You are required to take a final exam to pass the course.

**Course Assessment**

Attendance & Participation (see above)		10%
Reflection Papers	Four (4) – 1 page	10%
Short essays	Two (2) – 1,500 words	30%
Project/Service Learning	Group report – 1,500 words	30%
Final Exam		20%

**Readings & Resources**

There is no text book for this course, but a variety of materials from various sources will be used. These include ‘conventional’ academic papers, as well as short stories, poems, contemporary music, and films. The readings will be scanned and made available on the Lulima course website for free downloading.

There are three (3) core readings around which the course revolves and they are noted with asterisks (\*) in the syllabus. There are two (2) readings designated for each week and you are expected to read these. A poem or short story is given each week as additional reading. You are encouraged to read them.

There are useful internet resources that you can access to keep up with news and discussions on Pacific Island issues. These include:

(i) *The Pacific Islands Report*. <http://pidp.eastwestcenter.org/pireport>  
 Daily news stories, extensive links to other sites and resources, as well as a searchable archive.

(ii) *Radio Australia, Pacific Beat program*.  
<http://www.radioaustralia.net.au/programguide/pacificbeat.htm>

This program brings interviews with Pacific Island leaders, newsmakers and people who make the Pacific 'beat'.

- (i) *Radio Australia, Carving Out* <http://www.radioaustralia.net.au/carvingout/default.htm>  
This website outlines some of the major issues in the Pacific Islands. These include governance, environment, culture, resources, etc. It is a good place to go to familiarize yourself with Pacific Island issues. It also has a series of programs produced by Radio Australia on the Pacific Islands.

You are encouraged to look for and read, watch, listen to and experience other sources and share these in class during discussions.

## **Course Schedule**

### **Week 1: Introduction**

This week we introduce the course: its overview, objectives, expectations, assessments, etc. For the benefit of those who are not familiar with the Pacific Islands region, we do an exercise to familiarize ourselves with the region. We also do exercises to get to know each other.

#### **Questions:**

*Can you identify all the countries and territories of the Pacific Islands region? (Map exercise). How many sub-regions make up Oceania? Where does this name belong? (Place name exercise). Which major events happened where? (Events and place exercise). Are these islands independent? Introduce students to PACS 202.*

## **Part 1: Understanding Globalization**

### **Week 2: Globalization: forces, processes and trends**

*This week we examine the forces and processes of globalization and the discourses associated with it. This is a general overview of what globalization is about, why and how it has become a global force, and who the major players are.*

#### **Readings**

Hopkins, A. G. 2002. 'A History of Globalization and the Globalization of History.' In *Globalization in World History*, edited by A. G. Hopkins, London: Pimlico, pp. 5–16.

Mignolo, Walter. 1998. 'Globalization, Civilization Processes and the Relocation of Languages and Cultures.' In *The Cultures of Globalization*, edited by Jameson Frederic and Miyoshi, Chapel Hill: Duke University Press, pp. 32–53.

#### **Questions**

*What is globalization? What are the powers and processes behind it? How has it influenced the world? Do you think that globalization is good or bad? Why?*

### **Week 3: Globalizing Oceania (\*\* Reflection Paper 1 due. Form Groups for Service-learning)**

*This week we explore the globalization processes and trends in Oceania. We identify the events, trends, issues and forces that facilitated globalization in the region. We examine globalization from a historical, political, economic, and cultural perspective.*

### Readings

\*Lockwood, Victoria S. 2004. 'The Global Imperative and Pacific Island Societies.' In Victoria S. Lockwood (ed.), *Globalization and Culture Change in the Pacific Islands*, New Jersey: Pearson Prentice Hall, pp.1–39.

\*Firth, Stewart, 2000, "The Pacific Islands and the Globalization Agenda." In *The Contemporary Pacific*, Vo.12, No.1, pp.178–192.

Petaia, Ruperake. 1980. 'Kidnapped.' In *Lali: a Pacific anthology*, edited by Albert Wendt, Auckland: Longman Paul, pp. 270–271. (Poem).

### Documentary Film

*Advertising Missionaries* – In Papua New Guinea where over three quarters of the population cannot be reached by regular advertising media, markets are being developed by other means. A theatre group travels the remote highlands performing soap operas devised around advertising messages for products like Coca Cola, Colgate and Mortein. The film follows one rollicking mission to bring the consumer revolution to the people of the highlands – a modern day allegory of the Pied Piper story. Elijah, Peter, Robert and Tina are trained actors and theirs is a tour with threats at every turn. While the theatre group approaches the remote valley of Yaluba for the first time, we discover the lives of Aluago, Tintiba and their children. What happens when their two worlds collide is unexpected, as tradition clashes with 'the missionaries of products and lifestyles' (52 min.)

### Questions

*What are the major events, trends and issues associated with globalization in the Pacific Islands? What are some of the major issues raised by Lockwood and Firth?*

## **Part 2: Impacts & Case Studies**

### **Week 4: Impacts and Trends (\*\*\*) *Groups for Service Learning formed* (\*\*\*)**

*Globalization has had an enormous on Pacific Island countries, just as it did societies elsewhere. This week we discuss the impacts of globalization on Pacific Island societies.*

### Readings

Firth, Stewart. 2007. 'Pacific Islands Trade, Labor and Security in the Era of Globalization.' In *The Contemporary Pacific*, Vol. 19, No. 1, Spring 2007, pp. 111–135.

Nero, Karen L., Fermina Brel Murray, and Michael L. Burton. 2000. 'The Meanings of Work in Contemporary Palau: Policy Implications of Globalization in the Pacific.' In *The Contemporary Pacific*, Vol.12, No.2, Fall 2000, pp. 319–348.

Makini, Jully. 1995. 'Civilized Girl.' In *Nuanua: Pacific Writing in English since 1980*, edited by Albert Wendt, Honolulu: University of Hawai'i Press, p. 341.

### Questions

*What are the impacts of globalization on Pacific Island societies? Do you think globalization is good, or bad for Pacific Island societies? Why? What are the main issues discusses in the three readings?*

### **Week 5: Governance (\*\*\*) Essay 1 due. Meet instructor for service-learning (\*\*\*)**

*Globalization has influenced governance systems and processes in Pacific Island countries. The establishment of states and the making of nation-states were, for example, byproducts of colonialism and decolonization. In the last two decades 'good' governance has been promoted as part of the neo-liberalization of global economies and politics. Pacific Island governments are urged to adopt 'good' governance practices. This week, we examine some of these issues underlying political reforms in Pacific Island countries and their impacts on island societies.*

#### Readings

White, Geoffrey. 2001. 'Natives and Nations: Identity Formation in Postcolonial Melanesia.' In *Places and Politics in an Age of Globalization*, edited by R. Prazniak & A. Dirlik, Lanham, MD: Rowman & Littlefield. pp. 139–166.

Macdonald, Barry. 1997. "Good' Governance and the Pacific Island States.' In *Governance and Reform in the South Pacific*, edited by Peter Larmour, Canberra: Asia-Pacific Press, ANU, pp. 21–53.

#### Website

Pacific Islands Governance Portal, USP <http://www.governance.usp.ac.fj/>

#### Questions

*What are some of the major issues raised by the above articles? How has the formation of nation-states influenced contemporary politics in the Pacific Islands, especially in Melanesia? How has democracy worked in the Pacific Islands?*

### **Week 6: Economic Development**

*One of the major dynamics that drives globalization is the aggressive world-wide expansion of capitalism through free trade facilitated by neo-liberal policies – 'unleashed capitalism'. This week we discuss how this has been organized in the Pacific Islands, and its impacts on island economies.*

#### Readings

Smith, Michael French. 2002. 'Nostalgia, Dreams, Progress, and Development.' In *Village of the Edge: Changing times in Papua New Guinea*, by Michael French Smith, Honolulu: University of Hawai'i Press, pp. 1–10.

Slatter, Clair. 2006. "Treading Water in Rapids?: Non-Governmental Organizations and Resistance to Neo-liberalism in Pacific Island States.' In *Globalisation and Governance in the Pacific Islands*, edited by Stewart Firth, Canberra: ANU e-Press, pp.23–42.

Hau'ofa, Epeli. 1983. 'The Tower of Babel.' In *Tales of the Tikong* by Epeli Hau'ofa, Auckland: Longman Paul Limited, pp. 57–67. (Short Story).

#### Questions

*What are the economic impacts of globalization on Pacific Island societies? How have Islanders responding to it? What are the main issues raised by the three readings for the week?*

### Documentary Film:

*Behind the Labels* (2003) – Lured by false promises and driven by desperation, thousands of Chinese and Filipina women pay high fees for jobs in garment factories on the Pacific island of Saipan – which despite being a U.S. territory is exempt from federal minimum wage and certain immigration laws. The clothing they sew, bearing the "Made in the USA" label, is shipped duty- and quota-free to the U.S. for sale by The Gap, J. Crew, Polo, and other retailers. Powerful hidden-camera footage, along with the garment workers' personal stories, offers a rare and unforgettable glimpse into indentured labor and the workings of the global sweatshop—where fourteen-hour shifts, payless paydays, and lock-downs are routine. *Behind the Labels* follows the issues from the factory floor to the streets, where protesters worldwide wage an ongoing battle against corporate globalization (45 min).

### Questions

*How are industries in the Pacific Islands connected to events, developments and decisions elsewhere in the world? Do Pacific Islanders have control of these industries? If so, explain how. In the past decade Pacific Island countries have been encouraged to liberalize their economies. How has that affected the livelihood of Pacific Islanders? How have they responded to it?*

### **Week 7: Regionalism**

*One of the trends in the post-World War period was the construction of regional organizations that in turn facilitate globalization. This week we explore the process of regionalism in the Pacific Islands and discuss how that is connected to globalization.*

### Readings

Goff, Philip. 2006. 'Pacific Regionalism: tradition, continuity, renewal.' In *Redefining the Pacific? Regionalism Past, Present and Future*, edited by Jenny Bryant-Tokalau and Ian Frazer, Hampshire, England: Ashgate Publishing Limited, pp 25–32.

Fry, Greg. 2005. 'Pooled Regional Governance' in the Island Pacific: Lessons from History.' In *Pacific Economic Bulletin*, Canberra: ANU, pp. 1–16.

### Questions

*Why do countries form regional groupings? What are the benefits and challenges of regionalism? How do regional organizations fit into a globalize world?*

### **Week 8: Globalization and Cultures**

*Globalization has led to the loss of cultural diversity and the creation of a global culture that advocates particular values. But, globalization also facilitates complex cultural exchanges between societies. This week we examine the dynamics and complexities of the impact of globalization on culture.*

### Readings

Macpherson, Cluny. 2004. 'Transnationalism and Transformation in Samoan Society.' In *Globalization and Culture Change in the Pacific Islands*, edited by Victoria S. Lockwood, New Jersey: Pearson Prentice Hall, pp. 120–140.

Silverman, Erik Kline. 2004. 'Cannibalizing, Commodifying or Creating Culture? Power and Art in Sepik River Tourism.' In *Globalization and Culture Change in the Pacific Islands*, edited by Victoria S. Lockwood, New Jersey: Pearson Prentice Hall, pp. 339 – 357.

Rasmussen, Vaine. 1995. 'A Book and a Pen.' In *Nuanua: Pacific writing in English since 1980*, edited by Albert Wendt, Honolulu: University of Hawai'i Press, p. 52 (poem).

### Questions

*How have Pacific cultures lost and gained from globalization? Have Pacific Island cultures suffered or benefited from globalization?*

### **Week 9: Islands Online**

*The internet has had an enormous impact on Pacific Island societies – bringing them into the global web. Every island country has internet and there are thousands of websites that feature the Pacific Islands or were built and managed by Pacific Islanders. This week we examine the impacts of the internet on Pacific Island societies and peoples and how Islanders have used the internet.*

### Readings

Duncan, Ron and James McMaster. 2008. 'Impacts of ICT on University Education in Small Island States: the case of the University of the South Pacific.' In *Small States, Smart Solutions: Improving Connectivity and Increasing the Effectiveness of Public Service*, Washington DC: The World Bank, pp. 193–214.

Rahman, Mohammad Habibur and Rafir Naz. 2006. 'Digital Divide within Society: an account of poverty, community and e-governance in Fiji.' In *E-Learning*, Vol.3, No.3, pp.325–343.

### Websites

PACNet <http://www.picisoc.org/tiki-index.php>

### Questions

*How has the internet influenced Pacific Island peoples and societies? Explain the opportunities and challenges associated with the internet.*

### **Week 10: Global Actions & Local Environments**

*Pacific Island countries have often expressed concern about the fact that fragile island environments are being destroyed as a result of global desires to industrialize. This week we examine the dynamics and complexities of the environmental issue and how island countries have been affected.*

### Readings

Mimura, Nobuo. 1999. 'Vulnerability of Island Countries in the South Pacific to Sea Level Rise and Climate Change.' In *Climate Research*, Vol. 12, pp. 137–143.

Gregory, M. R. 1999. 'Plastics and South Pacific Island Shores: environmental implications.' In *Ocean and Coastal Management*, Vol.42, Nos.6-7, pp. 603–615.



### Documentary Film

*Time and Tide* (2005) – This is an award-winning documentary about the Pacific Island nation of Tuvalu as it heads toward irreversible tragedy. A group of Tuvaluan expatriates (from New Zealand) return home for the first time in a decade, and they find the forces of globalization and global warming are severely reshaping the land and people they once knew so well (59 min.).

### Questions

*What are some of the major environmental issues in the Pacific Islands? How do actions and productions outside of the Pacific Islands affect island environments? Most plastics consumed in the islands are made outside of the region. Where were they made? How did they end up in the islands? What impacts do they have on island environment?*

## **Week 11: Migrations: Island Roots & Global Connections**

*Pacific Islander diaspora communities are found in Australia, New Zealand, the US, Canada, England and other places outside the region. This week we examine why Pacific Islanders immigrate and the nature and dynamics of this migration.*

### Readings

Lee, Helen Morton. 2004. 'All Tongans are Connected: Tongan Transnationalism.' In *Globalization and Culture Change in the Pacific Islands*, edited by V. Lockwood, New Jersey: Pearson Prentice Hall, pp. 133–148.

Asang, Isabong. 2000. 'Remaking Footprints: Palauans in Hawai'i.' In *The Contemporary Pacific*, Vo.12, No.2, Fall, 2000, pp. 371–384.

Thaman, Konai Helu. 1985. 'The Defining Distance: Places and Worldview.' In *Mobility and Identity in the Island Pacific*, edited by Murray Chapman and Morrison, A Special Issue of Pacific Viewpoint, Vol.26, No.1, April 1985, pp.316–326. (A biographical story).

### Documentary Film

*Sons for the return Home* – A young Samoan returns home with his family after completing his university studies, only to find that his New Zealand upbringing has not equipped him for life on a remote Pacific island. The movie is based on a best-seller, *Sons for Return Home*, a novel by Albert Wendt, the first book published by a Samoan writer (115 min.).

### Questions

*Why do Pacific Islanders migrate? What are the challenges and opportunities they find in their new homes? What kinds of identities do they have in their new homes? How do they relate to their place of origin, or their parents' place of origin?*

## **Part 3: Islander Responses**

### **Week 12: Islander Responses**

*As stated at the beginning, although Pacific Islanders have often been overwhelmed by global forces, they are not always 'passive victims'. Here, we explore the variety of ways in which Islanders reacted to globalization.*

### Readings

\*Hau'ofa, Epeli, 2008, "Our Sea of Islands". In Epeli Hau'ofa, *We are the Ocean: selected works*, Honolulu: University of Hawa'i Press, pp.27–40.

Lal, Brij, V. 2008. 'One Life, Three Worlds.' In *Turnings: Fiji Factions*, by Brij V. Lal, Lautoka, Fiji: Fiji Institute of Applied Studies, pp. 197–222.

### Questions

*How did Pacific Islanders react to globalization? What does Epeli Hau'ofa's article tell us about Pacific Islander responses to globalizing ideas and forces?*

### **Week 13: Global Trends and Island Futures**

*The Pacific Islands will continue to be part of the global community and influenced by global trends and forces. Here, we reflect on the kinds of futures that Pacific Island countries will have, or should carve for themselves.*

### Readings

Hau'ofa, Epeli. 2008. "The Ocean in Us." In *We are the Ocean: selected works* by Epeli Hau'ofa, Honolulu: University of Hawai'i Press, pp. 41–59.

Wendt, Albert. 1976. "Towards a New Oceania." In *Manoa Review*, Vol. 1, pp. 49–60. Reprinted in *Seaweeds and Constructions* 7 (1983): 71–85.

### Questions

*What futures does globalization hold for Pacific Island societies? How should Pacific Island countries tackle the future in a global community?*

### **Week 14: Presentation of Service-learning Projects**

This week and the next students will present their project/service learning reports. This will be a group discussion and each member of the group is expected to participate. After the presentation, each group will hand in their report to the instructor.

### **Week 15: Revisions and Reflections**

*This week we go through what we covered in the semester, reflect on the material and try to tie any loopholes. We also ask ourselves: What are some of the major issues raised and lessons learned from this course? Talk to students again about PACS 202.*

- End of Semester -