PACIFIC STUDIES PROGRAM  
THE AUSTRALIAN NATIONAL UNIVERSITY

**PASI 8001 (SHORT COURSE)**  
*The Contemporary Pacific: Culture, Society, Politics and Development*

**Coordinator:** Dr. Katerina Teaiwa  
**Phone:** 61254323 (Katerina) and 61253210 (Harriette)  
**Office:** E429 Faculty of Asian Studies  
**Venue:** Seminar Room, 3rd floor Faculty of Asian Studies Building  
**Time:** 5:15-8pm Wednesdays Aug 6-Sep 10 (includes 10 min break and snacks)

**Syllabus**

The South Pacific is a region of diverse and complex island states. Its post-colonial history has been characterized by both stability and turbulence at national, regional and local levels. Pacific leaders have recently taken stock of the situation, affirmed their commitment to maintain and strengthen cultural identities, and endorsed improved regional cooperation as a means toward effective governance, security and development. Australia’s policy towards the countries of the South Pacific, long supportive of their independence and economic development, has moved to a more activist, interventionist approach in light of recent conflict in Fiji, the Solomon Islands, Tonga and elsewhere.

This course aims to enhance understanding of the challenges and prospects facing the contemporary Pacific Islands region. It particularly engages Pacific Island cultural approaches to the current challenges. It is designed for graduate students, development practitioners and policy-makers alike. Through a series of short lectures and seminars the course examines the following topics and issues:

* Peoples and cultures of Melanesia, Polynesia and Micronesia  
* Historical roots of the contemporary Pacific  
* Conflict, stability and development - cases from Papua New Guinea,  
  Solomon Islands, Fiji, Kiribati, Nauru, Vanuatu, Tonga and Samoa  
* Regionalism and the interests of external powers
* Comparing Australia, Asia and New Zealand’s 'engagement' with the Pacific
* Pacific Futures

**Course text**


* Readings will also be distributed electronically via Web CT (login at [https://webct.anu.edu.au/login/](https://webct.anu.edu.au/login/)) along with audiovisual materials occasionally viewed in class. Web CT also contains a discussion forum, helpful links and an email system.

NOTE: certain readings may change over the course of the semester and students will always be notified in advance of any changes.

**Assessment and due dates**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>TASK</th>
<th>DUE DATE</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>Seminar participation</td>
<td>Leading discussion and participating in seminars (includes 1 page of reflections and questions per week)</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Review of reading set</td>
<td>4-6 pages typed at 1.5 spacing Project outline due</td>
<td>Aug 20</td>
<td>20%</td>
</tr>
<tr>
<td>Review of film set</td>
<td>4-6 pages typed at 1.5 spacing</td>
<td>Aug 27</td>
<td>20%</td>
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<tr>
<td>Research project:</td>
<td>15 min in-class presentation + outline + 8 page text (see guide below)</td>
<td>Sep 10 (presentation) Sep 17 (text)</td>
<td>40%</td>
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**Seminar Participation**

This is an intensive course and attendance is mandatory. Please complete the assigned readings (4-5 per week) before the seminar. Students should lead class discussion at least once and come to class with a number of questions and reflections to share. These are to be handed in weekly. Please also make an appointment to see me individually in person or talk on the phone regarding your progress midway through the course.

**Research Project**
Put together a research project of your choice on the contemporary Pacific. This project may be related to your own work in the region or research you are conducting in another area. The final product may be in the form of a powerpoint, website, a CD, DVD or other visual format. This must be supported by a written text (see below).

To help you develop the project you must provide the following in by August 20 with a final version by Sep 17:

Project title
Abstract (1 paragraph)
Research question (1 paragraph in outline, 1 page in final)
Background/ context (1 page in outline, 2 pages in final)
Method (1 paragraph in outline, 1-2 pages in final)
Bibliography (this should be annotated each with two sentences in the final version, approx. 3 pages)

Review and Reflection on Reading Set (articles subject to change)

Read 4 of the following papers. Do not describe or reiterate the content of the papers, rather distill key themes and concepts from each one. Compare and contrast the papers and describe the ways in which they relate to or challenge two of the following dominant discourses in the Pacific: security, aid, good governance, failed states, development, culture and tradition.

You should include your own opinion on the articles and the review should be 4-6 pages long (1.5 spaced).

(Note Special Report 12 as well for your resources)

http://www.lowyinstitute.org/Publication.asp?pid=533


Review of Film Set

Pick two out of the following 6 films (or nominate one of your own choice) and distill key themes from each one. Describe the visual and narrative approaches used by the filmmaker and reflect on whether or not you think they are effective or convincing. Consider how the content of the film relates to what you know about the Pacific from your own work or experience and the media. Contextualize each film in terms of two of the following issues: visual representations of the Pacific, culture, politics, urbanization, development, governance or globalization. All films are available in the ANU library.

Raskols (PNG) DU740.8.R37 1995
Minister without money (PNG) DU740.8.M56 2006
Since the Company Came (Solomon Islands) DU850.S56 2000
Advertising Missionaries (PNG) HF5837.A38 1996
PNG: the rules of the Game JQ6311.A95P64 2008

SEMESTER SCHEDULE

Wednesdays 5:15 -8:00 pm
Faculty of Asian Studies 3rd floor seminar room

AUGUST 6

Peoples and Cultures of Melanesia, Micronesia and Polynesia

* Introductions and overview of course, discussion of students’ interests and possible research projects.
**Readings**


**AUGUST 13**

**Historical roots of the contemporary Pacific**

* In this week we discuss some of the key events and forces that have shaped the region particularly examining the influence of colonialism and the introduction of new ideas and challenges. The impact on Pacific society and culture is particularly examined.

**Readings**


**AUGUST 20**
Conflict, stability and development – Country case studies (please read the first 4 short articles and then pick 1 set from the country of your choice)

There are significant similarities as well as many differences between Pacific Islands countries when it comes to dealing with local, national, regional and global pressures. In this session we will examine the regional challenges and then each student will share their thoughts on the country readings they have chosen. Please note that there is uneven literature on the various Pacific countries. Much more scholarship is produced on the Solomons and Fiji, for example, compared with Kiribati or Nauru. Why this is the case is a good point of discussion.

Readings


Papua New Guinea


BBC PNG Timeline
https://news.bbc.co.uk/2/hi/asia-pacific/country_profiles/3028825.stm

Solomon Islands


BBC Solomon Islands Timeline
http://news.bbc.co.uk/2/hi/asia-pacific/1249397.stm

Samoa


BBC Samoa Timeline
http://news.bbc.co.uk/2/hi/asia-pacific/1300819.stm

Fiji


(Select your chapters)

BBC Fiji Timeline
http://news.bbc.co.uk/2/hi/asia-pacific/country_profiles/1300499.stm

Tonga


BBC Tonga Timeline:
http://news.bbc.co.uk/2/hi/asia-pacific/1300771.stm

Vanuatu

Regionalism, aid and the interests of external powers

* Consider the various positions outlined in the readings: the regional perspective, those of aid countries on the Pacific Rim, and the critique from within the region. What is the relationship between external interests, regionalism, security, aid and development policies? How do they connect with island life on the ground?

**Guest Speaker: Peter Larmour**

**Readings**


Website

The Pacific Plan

SEPTEMBER 3

Comparing Australia, Asia and New Zealand’s engagement with the Pacific

* Australia and New Zealand have long-standing interests in the Pacific going back to Australia’s days as the colonial authority in Papua New Guinea and for a period in Nauru, and New Zealand in Samoa, the Cook Islands and Tokelau. Today China is also becoming a major player in the region while Japan has been engaged since before World War II. What kinds of agendas these countries share with respect to the region and how do they differ in their approach? How does all this play out on the ground?

Guest speaker: Ashwin Raj

Readings

Fry, Greg. 2000. "Framing the islands: Knowledge and power in changing Australian images of 'the South Pacific.' In D. Hanlon and GM White (eds), Voyaging through the Contemporary Pacific, New York, Rowman & Littlefield Publishers Inc. 25-63.


News articles


Website


**SEPTEMBER 10**

**Pacific Futures**

* What are the various theories and approaches to possible futures for the Pacific region? How many of them are pessimistic and how many are optimistic? Which approaches and predictions do you find convincing?

**Presentation of research projects**

**Readings**

Relevant Websites

Pacific Cooperation Foundation at http://www.pcf.org.nz/home is a website that contains information on one of New Zealand’s most successful programs engaging the Pacific Islands.

Carving Out: Development in the Pacific at http://www.abc.net.au/ra/carvingout/radio/ is 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.

Pacific Islands Forum at http://www.forumsec.org/ is the website of the Secretariat of a major regional organization- the Pacific Islands Forum.

Pacific Community at http://www.spc.int/ is the website of the Secretariat of a major technical regional organization- the Pacific Community.

Pacific Islands Development Program at http://www.eastwestcenter.org/pacific-islands-development-program/ is the Secretariat of the Pacific Conference of Leaders and does key research and outreach on development issues in the region.

Pacific Islands Report at http://pidp.eastwestcenter.org/pireport/ provides daily news stories, extensive links to other sites and resources, as well as a searchable archive.

Bibliography


Crocombe, Ron. 2007. *Asia in the Pacific Islands: Replacing the West*, Suva, University of the South Pacific.


Fry, Greg. 2000. "Framing the islands: Knowledge and power in changing Australian images of 'the South Pacific.' In D. Hanlon and GM White (eds), Voyaging through the Contemporary Pacific, New York, Rowman & Littlefield Publishers Inc. 25-63.


PLAGIARISM AND ACADEMIC RULES

Academic dishonesty (including plagiarism)
The University has recently developed a Code of Practice on Academic Honesty in Learning and Teaching.

This is available on the web at http://info.anu.edu.au/policies/Codes_Of_Practice/Education/Other/Academic_Honesty.asp.

It provides in section 3 that:

[i]t is the responsibility of each individual student to ensure that:
- Work submitted for assessment is genuine and original;
- Appropriate acknowledgement and citation is given to the work of others;
- He or she is familiar with the expectations for academic honesty both in general, and in the specific context of particular disciplines or courses, where these expectations are clearly outlined in faculty and course guides and handbooks;
- He or she declares his or her understanding of and compliance with the principles of academic honesty on appropriate proformas and cover sheets as required by the academic area …, or by a statement beginning the presentation of a thesis;
- He or she does not knowingly assist other students in academically dishonest practice.

The Code defines “academic honesty” as “the principle that the academic work of students is genuine, and completed only with the assistance allowed according to the rules, policies and guidelines of the University. In particular, that the use of the ideas, scholarship and intellectual property of others is both appropriate and acknowledged”.

Plagiarism is an example of academic dishonesty, and is “the copying, paraphrasing or summarising, without acknowledgement, any work of another person with the intention of representing this as the student’s own work.

This remains plagiarism whether or not it is with the knowledge or consent of that other person”. Other forms of academic dishonesty are “collusion, the fabrication or deliberate misrepresentation of data, use of non-original work that is not properly attributed and failure to adhere to the rules regarding examinations in such a way as to effect unfair academic advantage”.

In order to be academically honest, all use of the work of others, whether an actual quotation, a summary or a paraphrase, must be acknowledged. The acknowledgement must identify author and publication, and the page or paragraph where relevant. Where web sites are the source, that should be clearly acknowledged.
Quotations must be both acknowledged and put either in quotation marks or, for longer passages, indented as a separate paragraph. Words omitted from the passage should be represented by an ellipsis (a series of three periods). Words added should be put in square brackets.

Where students have doubts as to how to deal with or acknowledge source materials in essays and assignments, they should consult the lecturer.

Submission of work previously submitted for assessment in another course or, indeed, prepared for any other purpose (for example for employment-related purposes) is of particular concern in courses where the choice of essay topic is left to the student. The practice is dishonest if done without knowledge of the examiners concerned. A full disclosure of the topics and content in related courses or for other purposes should be made to examiners who will then decide whether or not they will accept an essay on a given topic. A full disclosure must also be made where a student is studying a related course in another faculty.

The Code requires that in assessing a piece of work any dishonest material “will be entirely discounted” (section 7). The result of this process is that there is likely to be a significant reduction in the mark for a piece of work which infringes the principle of academic honesty, even if innocently.

The Code provides that “serious and in particular repeated instances of academic dishonesty constitute misconduct and need to be dealt with…under the ANU’s Discipline Rules” (available on the web at http://www.anu.edu.au/cabs/rules/index.html). Misconduct can have serious consequences for a student, including termination of a candidate’s enrolment. A case of misconduct may jeopardise a student’s admission to legal practice.

Students may be asked to submit work electronically so that it can be checked for plagiarism. Students should ensure that they keep an electronic copy of their work which can be readily accessed.

Information about the University Rules and Policies
The ANU Handbook for students can be found at http://students.anu.edu.au/.

Library

Contact Details to Student Support Services
Academic and Personal Support
Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty, the Sub Dean of the Faculty (make an appointment at the Faculty Office), or to utilise the ANU’s student support services links to which can be found at http://students.anu.edu.au/ (including the Academic Skills and Learning Centre