Overview:
In the course we will look at the Pacific Islander American experience by studying: historic relationships between the United States and Pacific Island nations, Pacific Islander migrations to the US, and life experiences of Pacific Islanders in American communities. After analyzing an elaborate history of Pacific Island voyaging and explorations, and theorizing the general impact of contemporary migration on Pacific Islanders at home and abroad, we will focus on specific islander experiences. We will study the personal experiences of the following islanders: Samoans, Hawaiians, Tongans, Micronesians, and Filipinos

Learning Strategy
This course is designed similar to a reading and research seminar. Thus we will by analyzing, rather than reporting and memorizing, history in this class. You will be required to complete all the readings and participate in class discussion. Course materials include books, documents, and films. Most of these are thought provoking and engaging. You will not succeed in this class unless you keep up with all the reading assignments, attend all the lectures, and study effectively for exams. Also, since we are engaging in ethnographic material and research in this course, be sure to maintain respect and give fair representation of the peoples whom we study in this course.

Books:
Crocombe, Ron. The Pacific Islands and the USA (Suva, Fiji: University of South Pacific, 1995).
Spickard, Paul and Debbie Hippolite-Wright, ed. Pacific Diaspora: Island People in the United States (Honolulu: University of Hawai‘i, 2002).
Small, Cathy. Voyages: From Tongan Villages to American Suburbs (New York: Cornell, 1997).

*Also you must purchase a course reader at copy services.

Assignments
Students will write two short essays (5 pages each), complete an oral history project (mini-ethnography), give one presentation, and take one exam. The papers and outlines will weave course themes, films, lectures, discussion, and readings in creative and analytical ways.

Short Essays: These essays will have a focused argument (or thesis), are clear (in language), are well structured, well supported, well argued, and most importantly, they answer all aspects of the essay question.
Group presentations are 10-15 min, where you present additional information on a particular lecture topic or present you ethnographic findings. Select your presentation date by the second day of class.

Oral History Project will be the major assignment for this course. You will conduct interviews and write your research findings in a coherent paper (or documentary-type video). This will be due at the end of the semester, shortly before your final exam.

Requirements:
Attend class each week. Complete the assigned readings and contribute to class discussion. Be sensitive to the thoughts, ideas, and opinions of your fellow classmates.

Services: Any Student with a documented disability who would like to request accommodations should contact the University Disability Services offices—Hale Kauanoe A Wing Lounge, 933-0816 (V), 933-3334 (TTY), sirachi@hawaii.edu—as early in the semester as possible.

Cheating: There is a zero tolerance cheating policy in this class. Offenders will receive an automatic F and sent to the Judicial Affairs office for further disciplinary action.

Grading
The majority of your grade will be tallied from your papers and final exam scores. Late papers will be deducted, unless previous permission is given. Plagiarism will not be tolerated and will grant you an automatic F. The grade breakdown will be as follows:

- Papers: 40% of grade
- Oral History: 25% of grade
- Final: 20% of grade
- Class grade: 15% of grade

Short Essay Questions

Paper #1
Explain Epeli Hauofa’s epiphany and subsequent “Sea of Islands” theory. Since his new optimistic outlook was a direct reaction to people like John Connell, who highlight the negative outcomes of emigration, explain what Connell arguing? What does the film Whale Rider say about contemporary Pacific Migrations? What is your position?

Paper #2
Drawing from Cathy Small’s book Voyages, describe life for Sela’s family in the US. Explain some of the motivating forces behind Tongan migrations to the United States. How is their Tongan identity reconciled, shaped, or reshaped while in a San Francisco suburb? Use specific examples from various chapters in the book as evidence when answering this question.

Class Schedule—Readings and assignments are listed under the day that they are due.

1/9 Introduction, Syllabus, Grades, etc
Historic Voyages
1/11 Pacific Islanders in America, Overview
   Reading: Ron Crocombe “Early Migrations”

1/18 Navigating in the Pacific, Tradition and Legends
   Reading: Herb Kane “Ancient Hawai‘i,” (online)

1/23 Captain James Cook and the Pacific Islands
   Reading: Wood “Captain Japes Cook, Rhetorician” Ch. 2, and Kahananui-Green
   “Colonialism’s Daughters” in Pacific Diaspora, 221-253

Leaving the Islands
1/25 Leaving to the USA
   Reading: Crocombe, “Islanders to the USA” Ch. 8

1/30 Pacific Diaspora
   Reading: Spickard “Pacific Diaspora?” in PD 1-30, start movie Whale Rider

2/1 Whale Rider

2/6 Hauofa vs. Connell
   Reading: Hau’ofa “Sea of Islands”(xerox) and Connell in PD, 69-86
   Paper #1 Due

2/8 Motives for Tongan and Samoan Migrations
   Reading: Cowling, Motivations for Contemporary Tongan Migration,” in PD, 99-
   117, and Janes, “From Village to City: Samoan Migration to California,” in PD, 
   118-134

2/13 Motives for other Pacific Islanders
   Readings: Crocrombe “Education, mainly a one way street” ch. 9, and Ravuvu 
   “Security and Confidence as Basic Factors in Pacific Islanders’ Migration” in PD, 
   87-98

Identity
2/15 Off-island identities, Tongan and Hawaiian
   Readings: Kauanui “Off-island Hawaiians”, and Pau'u “My Life in Four 
   Cultures” in PD, 31-39

2/22 Multiethnic identities
   Readings: Spickard “Pacific Islander Americans and Multiethnicity” in PD, 40-
   55, and Rondilla, “The Filipino Question in Asia and the Pacific,” in PD 56-68

2/27 Forging Identities in the US
   must do”

3/1 Tongans in American Suburbs
Reading: Kathy Small Ch. 1-6

3/6  Tongans in American Suburbs
Reading: Kathy Small Ch. 7-12
Paper #2 Due

3/8  Micronesian communities in the USA
Readings: Hess and Nero “Creating Options: Forming a Marshallese Community in Orange County, California”

3/13  Chamorro Identities
Readings: Diaz, “Simply Chamorro and watch video “Sacred Vessel”

Americans in the Pacific
3/15  USA in the Pacific, History, Motives and Interests
Readings Crocombe Ch. 2 and 4

3/20  Hawaiian overthrow and annexation

3/22  Hawai‘i and Popular culture
Readings: Wood, Ch. 5 and 6

Spring Break

4/3  Nuclear Pacific
Readings: Teaiwa, “Bikini’s and other s/pacific n/oceans” and watch in class film on Bikini Islands

Gender
4/5  Hula dancers and Hawai‘i as prostitute
Readings: Trask, “Lovely Hula Hands’, and Desmond, “Picturing Hawai‘i”

4/10  Pacific Islander Men
Reading: Walker, “Terrorism or Native Protest,” and Tengan “Hale Mua”

4/12  Hyper-masculinity and Maori men
Reading: Hokowhitu, “Tackling Maori Masculinity,” and start video Once Were Warriors

4/17  Once Were Warriors continued

Social Problems and Responses
4/19  Abuse, conflict, and solutions
Reading: Molisa, “Colonised People”, and Shook “Introduction to Ho’oponopono” in PD 286-294, and Wright et al., “Pacific Islander Modes for Dealing with Sexual Abuse” in PD 295-308
4/24  Family and Health

4/26  Oral History presentations

5/3-  Oral History Presentations, Review for Final

5/8-  **Final Exam Week**
-5/12 See University Schedule for our time and date