

Wednesdays, 2:30-5:00pm

**First week: Moore 105**

**Thereafter: PIDP Conference Room, 3<sup>rd</sup> Floor Burns Hall**

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## LEARNING OCEANIA

### Pacific Studies

The MA program in Pacific Islands Studies at UH Manoa is an innovative, interdisciplinary program committed to the production and dissemination of a wide range of knowledge about Oceania. The program focuses on the island societies of this vast region, and the dynamic cultural, social, and political interactions that link them to each other as well as the rest of the world. It seeks to understand the many worlds of Oceania through multiple conceptual lenses, drawn selectively from a range of academic disciplines and from the knowledge systems of the region itself. Pacific Studies promotes active, student-centered approaches to learning and encourages creativity in research and representation of island issues.

### Core seminars

*Learning Oceania* is one of three core seminars designed to introduce graduate students to key issues in the field of Pacific Studies, and facilitate the development of individual research projects that meet the highest standards of academic excellence. While *PACS 601* surveys the field of study and gets students thinking about their own research interests, Prof. Tarcisius Kabutaulaka's *PACS 602* looks critically at how island issues have been presented and re/presented by scholars and in the popular media. The ideas and perspectives acquired in *601* and *602* will inform the supervised development of theses and portfolio projects in *PACS 603 Researching Oceania*, offered in the spring semester.

### Student learning outcomes

At the end of this course students will be able to

- Demonstrate understanding of the richness and diversity of Oceania (especially useful for those whose previous experience has been narrowly focused on a particular place or issue);
- Identify some of the conceptual, political, cultural, and ethical issues confronting students of Oceania today;
- Discuss Pacific Studies as an organized, interdisciplinary field of study, with a history and identity distinguishing it from related fields of inquiry;
- Describe the significance of indigenous epistemologies and discuss culturally sensitive research and collaboration with Pacific Islander communities;

- Present research ideas and activities, and produce a concept paper;
- Use a range of campus and community resources (both human and material) to identify research materials.

### **Organization and expectations**

The seminar will meet once a week throughout the semester. One part of each two and one-half hour session will usually be devoted to discussing course materials, while the other may feature a guest speaker or speakers. The emphasis will be on group participation. Attendance is mandatory and students are expected to come fully prepared to discuss the assigned readings and engage with the topics of the day.

### **Assignments**

Students are required to submit two thesis/book reviews, write a short essay, prepare a concept paper, and participate in seminar discussions. The final grade will be assigned as follows:

Two reviews, 10% each	20%
Essay	15%
Final concept paper	50%
Attendance/participation	15%

#### *Review I: MA Thesis*

Due date: Week 6, 9/29

Select a work from a list of recent CPIS MA theses and portfolios (to be provided). Write a 5-8 page critical review of the thesis which a) briefly summarizes the contents of the work; b) identifies main themes and arguments; c) discusses the author's approach and methodology in terms of key issues in the field of Pacific studies; and d) assesses the significance of the work for students of the region.

#### *Review II: Woven Gods*

Due date: Week 10, 10/27

Write a 5-8 page critical review of *Woven Gods: Female Clowns and Power in Rotuma* (UH Press 1995), a ground-breaking work by CPIS professor Vilsoni Hereniko, paying particular attention to the author's unorthodox approach to Pacific scholarship.

#### *Essay*

Due date: Week 14, 11/24

There has been much debate in recent years about the need to decolonize the field of Pacific Islands studies. In a short 6-10 page review essay discuss the main issues involved in this debate, with particular reference to the readings for Week 5 (Knowing Oceania) and Week 11 (Researching Oceania).

#### *Concept paper*

Soon (in PACS 603 in the spring) you will be asked to develop a proposal that describes in detail your research topic or specialty area. In *Learning Oceania* you will produce a preliminary overview of your project in the form of a concept paper. The paper should be 10-15 pages long and address the following questions: What is the proposed topic or specialty area? Why is it worth pursuing? How do you intend to research the proposed

topic or demonstrate mastery of the specialty area? What books, articles and other (re)sources are relevant?

The idea is to capture the core of your project, the central ideas, which will be fleshed out in more detail later. This may sound easy but it isn't. It usually requires a considerable amount of reading and thinking, drafting and redrafting.

The concept paper exercise starts with a preliminary *reflections paper*, which is due in Week 3, 9/08. This is a short essay (1-3 pages) indicating why you have chosen to study Oceania, with particular reference to particular events and experiences that have shaped your journey to a graduate program at UH Manoa. You should also indicate what particular aspects of the region interest you the most, and why these issues or topics are important to you. Identify at least three possible research topics or specialty areas.

The reflections paper (and responses to it—you'll be discussing your ideas in class in Week 8, 10/13) will form the basis for the draft concept paper, which is due in Week 12, 11/10. The final version is due by the end of the last week of classes, Friday 12/10.

Summary of assignment due dates:

Week 3, 9/08	Reflections paper
Week 6, 9/29	Thesis review
Week 8, 10/13	Discussion of research ideas
Week 10, 10/27	Woven Gods review
Week 12, 11/10	Concept paper draft
Week 14, 11/24	Essay
Week 16, 12/10	Concept paper

## COURSE OUTLINE

(Asterisks indicate assignment due)

### **Week 1 (8/25) Orientation**

*Seminar expectations and requirements. PACS 601 as part of the core. Introductions.*

### **Week 2 (9/01) Mapping Oceania**

*Contested notions of the Pacific Islands region, including characteristics and boundaries. The relevance to the Pacific of Edward Said's ideas about "Orientalism." What is Oceania?*

Edward Said, "Introduction." *Orientalism*. New York: Vintage Books (1978)  
Margaret Jolly, "Imagining Oceania: Indigenous and Foreign Representations of a Sea of Islands." *The Contemporary Pacific* 19(2) (2007): 508-545.  
Eveli Hau'ofa, "The Ocean in Us." *The Contemporary Pacific* 10(2) (1998): 92-410.  
Greg Fry, "Whose Oceania? Contending visions of community in Pacific region-building." Working Paper 2004/3, International Relations, RSPAS, Australian National University.

### **\*\*Week 3 (9/08) Globalizing Oceania**

*Survey of a range of cultural, political, and economic issues in the contemporary Pacific*

Victoria Lockwood, "The Global Imperative and Pacific Island Societies". In *Globalization and Culture Change in the Pacific Islands* edited by V. Lockwood (2004): 1-39.  
Ben Reilly, "The Africanisation of the South Pacific." *Australian Journal of International Affairs* 54(3): 261-268.  
Gerard Finin and Terence Wesley-Smith, "Coups, Conflicts and Crises: The New Pacific Way?" *Race and Class* 42/4 (2001): 1-16.  
William C. Clarke, "Pacific Voices, Pacific Views: Poets as Commentators on the Contemporary Pacific". Canberra: Centre for the Contemporary Pacific, Pacific Distinguished Lecture 2000.

Pacific Islands Report, <http://pidp.eastwestcenter.org/pireport/>

#### Additional reading

Chappell, David. 2005. 'Africanization' in the Pacific: Blaming Others for Disorder in the Periphery? *Comparative Studies in Society and History* 47(2), 286-17.

### **Week 4 (9/15) Oceania on the move**

*Issues and opportunities associated with migration and diaspora in the region*

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

Sa'iliemanu Lilomaiava-Doktor. 2009. "Samoa Transnationalism: Cultivating 'Home' and 'Reach'." In *Migration and Transnationalism: Pacific Perspectives*, edited by Helen Lee and Steve Tupai Francis, 57-72.

Cathy Small, "The Meaning of Tongan Migration". Chapter 11 in *Voyages: From Tongan Villages to American Suburbs* (1997): 185-205.

Jim Hess, "Wave and Reflection: Charting Marshallese Participation in Globalizing Processes". In *Globalization and Culture Change in the Pacific Islands* edited by V. Lockwood (2004): 182-199.

### **Week 5 (9/22) Knowing Oceania**

*History and issues in Pacific Studies as an organized field of studies. How is Pacific Studies different from other fields, including indigenous studies and ethnic studies?*

Konai Helu Thaman, "Decolonizing Pacific Studies; Indigenous Perspectives, Knowledge, and Wisdom in Higher Education." *The Contemporary Pacific* 15/1(2003): 1-17.

Terence Wesley-Smith, "Rethinking Pacific Islands Studies". *Pacific Studies* 18/2 (1995): 115-137.

Teresia K. Teaiwa, "For or Before an Asian Pacific Studies Agenda? Specifying Pacific Studies." In *Changing Places: Critical Perspectives and Pedagogies in Asia Pacific Studies*, edited by Terence Wesley-Smith and Jon Goss. Honolulu: UH Press (2010).

Teresia K. Teaiwa and April Henderson, "Humanities and Communities: A Dialogue in Pacific Studies". *Pacific Studies* 32:4 (2009): 421-436.

#### Additional reading

Stewart Firth, "Future Directions for Pacific Studies". *The Contemporary Pacific* 15/1 (2003): 139-148.

### **\*\*Week 6 (9/29) Representing Oceania: MA Theses**

*A critical look at some recent CPIS theses and MA portfolios.*

Here are some suggestions, but check the full list on the CPIS website at [http://www.hawaii.edu/cpis/academic\\_programs\\_7.html](http://www.hawaii.edu/cpis/academic_programs_7.html)

Rachel Leah Miller, *Wa Kuk Wa Jimor: Outrigger Canoes, Social Change, and Modern Life in the Marshall Islands*, 2010, Thesis

Tafea Polamalu, *A Mango on the Madrone Tree: Stories and Scribbles from a So-Called Afakasi*, 2009, Portfolio Project

A. Marata Tamaira, *Making Myth, Making Nation: Māori Symbols and the Construction of Bicultural Identity in Aotearoa New Zealand*, 2009, Thesis

Lucille Fuamatala (Sia) Achica, *Se Tala Mai Hawai'i: Reflections on Being Samoan in Hawai'i*, 2009, Portfolio Project

Gregory Dvorak, *Remapping Home: Touring the Betweenness of Kwajalein* (2004)

Masami Tsujita *Becoming a Factory Girl: Young Samoan Women and a Japanese Factory* (2002), Thesis

April Henderson, *Gifted Flows: Netting the Imagery of Hip Hop Across the Samoan Diaspora* (1999), Thesis  
Ku`uipo Cummings, *Hawaiian Sovereignty and Nationalism: History, Perspectives and Movements* (2004), Thesis  
Monica LaBriola, Lien Ippan Doon (This Time Together): *Celebrating Survival in an 'Atypical Marshallese Community'* (2006).

**Week 7 (10/06) Studying Oceania: MA requirements and expectations**

*Review of the structure and requirements of the MA program in Pacific Islands studies, including course work, thesis and portfolio options, MA Written Examination.*

CPIS program materials

CPIS Graduate Student Manual

Charles Lipson "How to Write a Thesis" (2005) <<http://www.charleslipson.com/How-to-write-a-thesis.htm>>

**\*\*Week 8 (10/13) Learning Oceania**

*Selecting and exploring an MA topic or specialty in Pacific Islands studies. Students present their preliminary ideas about research*

Judith Bell, *Doing Your Research Project: A Guide for First Time Researchers in Education and Social Science* (1999). Introduction, Chapters 1 and 2: pp1-36.

**Week 9 (10/20) Reading Oceania: Library and Internet Resources** (meet in Hamilton Library Classroom 113) Stu Dawrs.

*Library searching and resources in the Pacific Collection, Hamilton Library*

Judith Bell, *Doing Your Research Project: A Guide for First Time Researchers in Education and Social Science* (1999). Chapter 5 (by Sally Baker) and 6: pp64-98.

**\*\*Week 10 (10/27) Woven Gods**

A discussion of Vilsoni Hereniko's *Woven Gods*, particularly the innovative aspects of this unorthodox look at cultural practices in Oceania.

**Week 11 (11/03) Researching Oceania**

*Issues of ethics, reflexivity, positionality, and sensitivity in conducting research in Oceania*

Teresia Teaiwa "Scholarship from a Lazy Native". In *Work in Flux* edited by Greenwood, Neuman and Sartori (1995): 58-72.

Linda Tuhiwai Smith, "Introduction". In *Decolonizing Methodologies: Research and Indigenous Peoples* (1999): 1-18.

Terence Wesley-Smith, "The Ocean in Me". In *Pacific Places, Pacific Histories* edited by Brij Lal (2004): 70-86.

Ty Kawika Tengan, "Unsettling Ethnography: Tales of an 'Oiwī in the Anthropological Slot." *Anthropological Forum* 15 (3), 2005, 247–256

**\*\*Week 12 (11/10) Writing Oceania**

(Jan Rensel)

*A discussion of text-based, multimedia, and creative writing options in Pacific Islands studies, led by CPIS publications manager Dr Jan Rensel.*

**Week 13 (11/17) Speaking from Experience**

*A panel of senior graduate students discuss their experiences with the politics and poetics of the research process in Oceania.*

**\*\*Week 14 (11/24) Concept papers: student reports**

**Week 15 (12/01) Concept papers: student reports**

**\*\*Week 16 (12/08) Concept papers: student reports**