European colonization of the Pacific Islands, predominantly during the 19th and early 20th centuries, introduced political, economic, social, religious and ecological changes and set the stage for contemporary practices and globalised relationships. During the first semester we introduce the ideas and concepts that underpinned relationships from both islander and colonizer perspectives. We provide a brief comparative analysis of European colonialism in the Pacific. The second semester shifts to contemporary relationships between new Pacific nations and Europe focusing on European Union (EU) policy toward the Pacific. The EU Economic Partnership Agreements are the apex of Europe-Pacific relations today.

This interdisciplinary approach is suited for students from backgrounds in European Studies, Pacific Studies, History, Politics, Economics and Anthropology, as well as general interest students.

**Lecturers**

Prof Karen Nero, Macmillan Brown Centre for Pacific Studies  
Dr David Gegeo, Macmillan Brown Centre for Pacific Studies  
Dr Malakai Koloamatangi, National Centre for Research on Europe

**Course Description**

This course is an expansive yet focused examination of the ever-changing relationship between Europe, now mainly the European Union, and the Pacific Islands. It approaches the subject matter in both historical and modern terms. This is done in two parts. The first introduces students to the ideas and concepts that first informed the relationship. It also includes some ethnographic comparison of the impact of European commerce and colonial government in different parts of the historical Pacific. This part ends by examining Europe-Pacific relations under transformation between the end of World War II and the dawn of the new era in the 1970s. The second part discusses current EU policy towards the Pacific, which is represented by the Economic Partnership Agreements as the apex of Europe-Pacific relations.

As this is an interdisciplinary approach, it is hoped that at the end students will have been made aware of the complexity of the relationships.

**Course objectives**

As well as establishing a broad thematic understanding of the historical structures of colonialism, the islander response to such imposition and the current developments in trade and aid flows that have emerged from colonial histories, the course seeks to develop skills appropriate to Honours level in Pacific and European Studies. The assessment system is built around the above dimensions.

Students should have a sound grounding in the following areas.

1. Learn that preconceptions, attitudes and mind-frames influence interactions between cultures
2. Knowledge of Europe-Pacific relations across paradigms, time and space
3. Gain some idea of the complexity of the relationships between regions no less than nation-states
4. Familiarisation with different disciplinary research methodologies
5. Critically read and analyse secondary literature and primary texts
6. Improve writing skills, especially assembling and evaluating material in coherent and substantiated argument
7. Develop oral skills in discussion and argument

Time and Venue
All year
9 – 11 Fridays MB Rm208

NB. This is an inter-disciplinary course; please continue to work based in your discipline, augmented by perspectives from other disciplines.

Readings: Semester 1
A list of texts and readings will be provided in the first session. Students may rely on the considerable holdings of the Macmillan Brown Library for secondary and primary texts.

Primary course texts include:


Brij Lal, Kate Fortune (eds), The Pacific Islands. An Encyclopedia, Honolulu,2000. (Encyclopedia)

Ron Crocombe, The South Pacific, Suva, 2001. (South Pacific)

Course Format
Two-hour sessions once a week.
The Classes will be taught as a mixture of lectures and seminar-discussions. The first hour will be a formal lecture. The second will allow time for analysing and critiquing secondary material mostly made up of readings. Hence it is in the second hour that students will benefit most. But they must be well conversed with the readings to do so.

Seminar participation is compulsory and regular attendance at lectures is expected.

Assessment
First semester
Briefing paper for seminar/workshop (to be explained) 15%
Choose ONE Pacific nation and examine its relationship with the EU. Ensure the following is discussed:
1. The different dimensions of the relationship
2. Why the relationship exists
3. How this is an example of regionalism
4. Why the relationship is a failure/success
5. It must show evidence of research

Details on marking and writing are given at the end of the syllabus
# COURSE SCHEDULE AND READINGS

## Week 1
24 February  
**Gegeo and Koloamatangi**

**Lecture**  
Introduction to the course; lecturers; readings; resources; distribution of maps; housekeeping

## Week 2
3 March  
**Koloamatangi**

**Lecture**  
Mapping the Pacific’s colonial history: Explorers, Early frontiers of commerce

**Workshop**  
Quiz on Pacific geography, cultures and history.

**Class task:** Examination and discussion of a map of the Pacific. A quiz (non assessable) will be held to ascertain students’ current knowledge of the Pacific region. You may want to consult the web or a reference work in the Macmillan Brown Library such as:

*Encyclopedia*


## Week 3
10 March  
**Nero**

**Lecture:**  
Early settler societies around the Pacific

**Workshop:**  
Beach communities and Port Towns

Identify three major port towns that developed in the islands during the 19th century. What were the factors that made these grow as centres, compared to other places in the Pacific? What were the issues that confronted Pacific Island societies as beach communities and port towns grew around them? How were these issues handled between Pacific Islanders and the growing European populations?

**Starter Readings:**


*Encyclopedia*, pp.204-07.
Week 4 17 March Koloamatangi

Lecture: The Road to Colonial Empires

Workshop: Theories of Annexation

1. Construct a time line for the dates of annexation of the following island groups, including which nation occupied it and in what circumstances (eg. settler pressure, metropolitan factors etc.).

2. Describe each of the theories presented in the readings, and for each theory, name the island group that best fits that theory of annexation.

3. Give a short summary of Fieldhouse’s argument regarding the annexation of Samoa.

Starter Readings:

P. Hempenstall ‘Imperial Manoeuvres’ in Tides pp.29-38.

D. Fieldhouse, Economics and Empire, pp. 437-47.

Week 5 24 March Nero

Lecture: Copra and New Political Economies

Workshop: The Social/Regional Relationships of Transformation

Trace the geography of the development of copra trading in the Pacific from the articles below. What were the key islands involved? Trace the history of the firms/individuals involved. How did the European traders relate with local hosts (consider issues of hierarchy and gender), and the reverse? How might one read these stories from indigenous perspectives? What evidence is present? What sources would you like to see?

Starter Readings:
R. Kiste, Pre-colonial times in Tides as a review. Pp. 3-28


Week 6 31 March Nero

Lecture: Anthropological Expeditions as Template
Workshop: The Südsee Expedition 1908 - 1910

The German government undertook a comprehensive anthropological investigation involving a series of ethnographers working on the islands of Micronesia during the early 1900s (shortly before they lost control of the islands in 1914). What types of information did they record? What are the values of this research today, and how is the research used and by whom? What issues are raised by this comprehensive set of publications? How does this relate to A. Krämer’s two volume study of Samoa that followed?

Starter Readings:

A. Krämer, Palau. [1917-1929, from 1903]. Rough translations from HRAF.


Week 7  7 April   Koloamatangi

Lecture: Indirect Rule and Indigenous Elites in the German Pacific

Workshop: Indigenous Elites: Influence and Responsibility

The German colonial government ruled with the help of indigenous elites. In some areas, like Samoa and Micronesia, traditional rulers and chiefs supported the colonial government thereby profiting from it. In German New Guinea local bikmen, termed luluai, had in most cases to be created by the colonial government.

In some cases European colonialism was the driving force for creating a new group of local (mostly) men that became a new social and political elite: policemen, pastors, teachers. How influential were these indigenous colonial elites? And how much responsibility do they bear for European colonialism? Can they be termed “collaborators” or even “traitors”? We will look into a few specific cases: Pedro Ada and Henry Nanpei in Micronesia, and Afamasaga Maua, Malietoa Tanumafili and Mata’afa Josefo in Samoa.

Starter Readings:
P. Hempenstall, Pacific Islanders under German Rule. A Study in the Meaning of Colonial Resistance, Canberra 1978, 75-116 (Henry Nanpei), 57,60-61 (Mata’afa)
H. Hiery, *The Neglected War. The German South Pacific and the Influence of World War I*, Honolulu 1995, 8 (Mata’afa), 143, 149, 192 (Nanpei), 247-249 (Malietoa), 168, 178 (Afamasaga Maua)


End of Term 1

Term 2

**Week 8** 5 May

*Lecture:* Colonialism and Health  
*Workshop:* European Medicine and Local Health in German New Guinea

One of the most dramatic impacts of European contact was the introduction of new and deadly diseases. On the other hand, Europeans brought a new knowledge of diagnosing disease, treating and healing it. European standards of hygiene were introduced and local helpers recruited to carry out European medical services. How did colonialism affect public health in German New Guinea? Can the disappearance of indigenous traditions and the decline of the population in some regions be attributed to colonialism?

**Starter Reading:**  

**Week 9** 12 May

*Lecture:* Colonialism and Sexuality  
*Workshop:* European Impact on Sexual Behavior in Micronesia and New Guinea
Sexual behaviour in many Pacific regions differed quite markedly from what was regarded as “acceptable” and “normal” in Central and Western European societies during the turn of the 19th century. What influence did Pacific behaviour have on European behaviour? To what extent did Europeans intervene in indigenous patterns of sexual behaviour and to what success? Were traditional forms of polygamy shaped and influenced by colonial activities? What influence did European activities have on the status and the role of women?

Starter Readings:


A. Inglis. “Re-Reading the White Woman’s Protection Ordinance”, in ibid., 324-336

Week 10 19 May

Lecture: Colonialism and Ecology Gegeo

Workshop: The German Impact on Pacific Environment

European colonialism had a profound impact on changing Pacific environments: “cleaning” the bush, the foundation of cities, the exploitation of minerals, hunting animals and the introduction of new species all changed previous landscapes and the traditional flora and fauna. Trace the specific impact on the environment the Germans brought about. Which islands and regions were particularly affected and why? How did Pacific islanders react to these changes? Was there resistance?

Starter Readings:

M. Jaffe, And No Birds Sing. The Story of an Ecological Disaster in a Tropical Paradise, New York 1994


J. R. McNeill, Environmental History of the Pacific World, Aldershot 2001
When war broke out in Europe in the summer of 1914 it had almost immediate and direct consequences for many Pacific islands. Those islands that were administered by Germany were attacked and occupied by Australia, New Zealand and Japan. In other islands indigenous boys and men were compelled to do military service in Europe. Which influence did the military campaign and the subsequent occupation have on the local population? How much influence did Pacific islanders have to change the situation? What were their experiences in the following “European” World War? To what extent did “European” wars contribute to decolonisation in the Pacific?

Starter Reading:

---

Week 12  2 June   Nero

*Lecture:* World War II

*Workshop:* Japan in Micronesia

Starter Reading: tbc

---

Week 13  9 June   Koloamatangi

*Lecture:* post-WWII to 1975

*Workshop:* the Pacific and the world, particularly Europe, between war, independence and development

Starter Reading: tbc
End of Semester 1

Semester 2

Lecturer: Dr Malakai Koloamatangi, unless otherwise advised

Week 14 14 July

Lecture: The European Union, Regionalism and Development Policy

Workshop: The EU as an organisation: internal mechanics and external perspectives

How valid is the claim that the EU represents ‘Europe’? How does the EU coexist with the ‘other’ Europe? How does it organise itself in order to attain its goals? The EU is often put up as an example of successful regionalism. What is the EU model and how successful has it been in projecting this to other parts of the world, particularly to the Africa Caribbean Pacific (ACP) region? What is its development policy?

Readings: some from


Week 15 21 July

Lecture: Regionalism in the Pacific

Workshop: Regional organisations in the Pacific: successes and failures
The idea of regionalism in the Pacific is not new; indeed there is some claim of pre-European hegemony of some island empires over their neighbours and in some cases this control extended beyond immediate vicinities. New forms of regionalism began after WWII. This has increased with economic globalisation represented by such institutions as the WTO. How is the Pacific facing this new challenge? Is there a Pacific answer to this? Are regional organisations living up to their early promises?

Readings: some from:
Notes on Council of Regional Organisations in the Pacific (CROP) - will be distributed in class


**Week 16  28 July**

*Lecture:*  From Lome to Cotonou

*Workshop:*  Evolution of EU development thinking

For around 25 years EU development policy to the ACP states was governed by successive Lome Conventions until 2000 when the Cotonou Partnership Agreement was signed between the ACP countries and the EU. The new agreement aims to be a comprehensive document that is not only an ‘improvement’ on Lome but includes
important prescriptions in areas such as governance, inclusion of non-state actors in development consultation, human rights and the importance of considering local conditions in development planning and implementation. What are the ‘new’ principles in Cotonou? Will they facilitate successful development? How true is the claim that Cotonou is a ‘template of solutions’ to which ACP states must match their problems?

Readings: some from:


Week 17 4 August

Lecture: The Pacific and EU: the relationship to date

Workshop: The motivations behind the relationship

The relationship is uneven for several reasons. One is the fact that Pacific Islands are at different stages of development ranging for instance from Fiji which has had a long association with the EU because of the importance of the Fiji sugar industry, to the Cook Islands which is less than one-tenth of the population of Fiji and is the latest of the Pacific ACP states to sign the Cotonou agreement. So their needs are clearly different. Another is the ‘obligation’ that is felt by the EU as a result of some of its member states having had colonies in the region. This is rather complicated by the remaining French presence in the Pacific. Why is there a relationship at all? What is to be gain (or lost) by both sides from the relationship? What are the linkages?
Readings: some from:


http://www.otago.ac.nz/otagofps/fps2004/papers.html

**Week 18 11 August**

*Lecture:*
Economic Partnership Agreements (EPAs): the Pacific region

*Workshop:*
The vehicle for development

The objectives contained in the Cotonou agreement are to be realised through the EPAs. It is therefore important to assess the terms of the EPAs to gauge the likelihood of success or otherwise. It is also crucial to understand the perspectives of Pacific Islanders about the EPAs and the specific issues with which they may disagree. We also need to take into account other similar blueprints for development in the region such as the Pacific Plan that is strongly supported by both New Zealand and Australia. Other significant agreements that will affect the EPAs include the Pacific Island Countries Trade Agreement (PICTA) and the Pacific Agreement on Closer Economic Relations (PACER).

Readings: some from:

ACP secretariat website for up-to-date information on EPA negotiations

European Centre for Development Policy Management website [http://www.ecdpm.org/Web_ECDPM/Web/Content/Navigation.nsf/index.htm](http://www.ecdpm.org/Web_ECDPM/Web/Content/Navigation.nsf/index.htm) for information on EPAs as well as Cotonou information kit


Forum Secretariat website [http://www.forumsec.org.fj](http://www.forumsec.org.fj) for the Pacific Plan

**Weeks 19, 20, 21** 18 August, 8 September, 15 September

*Lecture*: EU relations with the independent Pacific: case studies

*Workshop*: EPAs in context

For these three sessions we will discuss the specifics of EU relations with individual Pacific nations – in this case the 14 independent member states of the Pacific Islands Forum. In examining the relationship it is important to note the following:

1. What is the context of the relationship?
2. What are the specific local conditions?
3. According to the EU, what is its role in that island nation?
4. How is it perceived by the locals?
5. Is the relationship a success or failure?
6. What are the implications for the EPAs of the above?


*The Pacific and European Union* (2002) booklet;

EU-Pacific individual country profile – a collection of ‘clippings’ from electronic media (accessible to students upon request).

Macmillan Brown Library has summaries of EU relations with selected Pacific nations
Week 22 22 September

Lecture: EU relations with the European colonies

Workshop: Colonialism in the 21st Century

The idea of possessing colonies in these times is enigmatic and problematic for state-state relations. Yet the French in particular have entrenched themselves in their Pacific colonies, which has polarised opinion in those nations. This presents an interesting situation for the EU, not least because there is some validity to the claim that these territories are already a part of the EU. So what are the social, economic and political relationships with these territories? How does the EU differentiate between its own role and that of its member states in relation to the colonies? Does the issue of continued colonisation help or impede greater EU-Pacific engagement?

Readings: some from:

Clippings from electronic media


Week 23 29 September

Lecture: EU-Pacific project: some results

Workshop: Case study in research methodology

Studying the contemporary relationship between the EU and the Pacific states requires some knowledge and skill in research methodologies, particularly when resources are not readily available. The project under discussion was begun in 2003 to examine the political dimensions of EU-Pacific relations as exemplified in the EPAs. The research concentrated specifically on legitimacy, institutional capacity and regional integration. We mainly used elite interviews to obtain our data. I will present some of the results here. Could the quality of the data be improved by utilising other methodologies? What about methodologies that are ‘sensitive’ to local conditions?

Readings:

The results will be provided to the class
Week 24 6 October

Lecture: Future of EU-Pacific relations

Workshop: Possible scenarios for the future of the relationship

The future of the relationship will depend to a large extent on the success or otherwise of the EPAs, though there could be some other arrangement in the case of complete failure. It is important therefore to try and envisage as far as possible future prospects:

1. In the case of the EPAs fully succeeding in its aims
2. In the circumstance where the EPAs fail in some areas but succeed in others
3. If the EPAs fail completely
4. Without the EPAs and with alternative arrangements

Week 25 13 October

Lecture: Concluding remarks

Workshop: Handing back assignments; question and answer session
For **briefing paper** and **essays** the following grades are used, and the numerical equivalent of each is given:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Out of 20</th>
<th>Out of 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>17-20</td>
<td>25½-30</td>
</tr>
<tr>
<td>A</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>A-</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>B+</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>B</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>B-</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>C+</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>D</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>E</td>
<td>under 8</td>
<td>under 12</td>
</tr>
</tbody>
</table>

When we calculate your **final** grade, we use a marking scale, as follows:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>A+</td>
</tr>
<tr>
<td>80-84</td>
<td>A</td>
</tr>
<tr>
<td>75-79</td>
<td>A-</td>
</tr>
<tr>
<td>70-74</td>
<td>B+</td>
</tr>
<tr>
<td>65-69</td>
<td>B</td>
</tr>
<tr>
<td>60-64</td>
<td>B-</td>
</tr>
<tr>
<td>55-59</td>
<td>C+</td>
</tr>
<tr>
<td>50-54</td>
<td>C</td>
</tr>
<tr>
<td>40-49</td>
<td>D</td>
</tr>
<tr>
<td>0-39</td>
<td>E</td>
</tr>
</tbody>
</table>

**Requirements for essay and briefing paper**

The briefing paper is designed as a platform for you to make an oral presentation of 5-10 minutes. It should be a page or two long and can be in the form of bullet points, or a coherent mini-essay summarising your points. Where possible it should be typed, but hand written briefing papers will be acceptable. It must be *presented* to the class, not simply read out, and you will be assessed on your ability to set up the theme for discussion by the class and to contribute to discussion. The copy is to be handed in after the presentation, with a list of all the readings done, and it will be marked for feedback to you.

The essay should set out to express an argument. The argument must be expressed in clear, error-free English, and may be handed back for re-writing if it is not. Individual interviews will be held after the essays are corrected to give feedback.
Extensions will only be granted in circumstances where they are properly documented and must be obtained before the due date. Assignments submitted late without an approved extension will be penalised, at the rate of one grade for every three days late. You cannot pass the course unless you have submitted all written work required.

**DISHONEST PRACTICE**

Students are reminded that Dishonest practice in relation to the preparation and submission of written work, as well as in tests and examinations, is not acceptable in the University, and may result in penalties. This Policy reflects University policy. Our interpretation of what constitutes dishonest practice includes the following:

1. **Plagiarism**, being the presentation of any material (text, data or figures, on any medium including computer files) from any other source without clear and proper acknowledgement of the source of that material. This intellectual theft is called plagiarism and it is a serious academic offence. It will be severely penalised. So when you are taking notes for your essay, make sure that you record the source of each piece of information and the exact page on which it occurs. Make sure, too, that if you copy out passages you put them in quotation marks. If you do not, you may unintentionally reproduce them in the essay as your own words and may be accused of plagiarism.

2. **Collusion**, being work performed in whole or in part in conjunction with another person or persons, but submitted as if it had been completed by the named author alone. (Note: This definition is not intended to discourage students from working together, in clearly defined ways, or having discussions with one another about how to approach a particular task or essay, and incorporating general ideas emerging from such discussions into their own individual assignments.)

3. **Copying**, being the reproduction or adaptation of work written by other students with or without their permission.

4. **Ghost Writing**, being the use of another part (with or without any form of payment) to prepare all or part of an item of work submitted for assessment.

Under the University Regulations, evidence of these or other forms of dishonest practice by any student(s) represents grounds for disciplinary action. Staff may refuse to mark work which they are satisfied is the result of some dishonest or improper practice, and the Head of School (after hearing the student’s representations) may refer the matter to the Proctor. Penalties may range from denial of credit for the item of work in question to exclusion from the University.