PACS 108 PACIFIC WORLDS

An introduction to Pacific Islands Studies
University of Hawai‘i at Mānoa

Proposed for SPRING 2007

MWF 10:30-11:20

Possible team of instructors: Vilsoni Hereniko, Terence Wesley-Smith, David Hanlon
Office: Moore 215
Telephone: 956-7700
Email: vili@hawaii.edu, twsmith@hawaii.edu, hanlon@hawaii.edu
Office Hours: By appointment

Course Description

Aloha kakou, bula vinaka, talofa lava, malo e le lei, kam na mauri, yokwe, hafa dai, and welcome to Pacific Worlds, an introduction to Pacific Islands Studies. In this course you will be introduced to the histories, cultures, arts and politics of the Pacific region also known as Oceania. Our approaches in the Center for Pacific Islands Studies explicitly weave together western and indigenous Pacific ways of understanding and producing knowledge. In this course you will be introduced to concepts that draw upon a wealth of knowledge and experience across the region allowing you to become more familiar with both the extraordinary differences and connections between the islands. Drawing upon such a range of knowledges requires a navigational concept and in this class we will follow the model of the waka or canoe to steer our course through five thematic areas in the Pacific. A team of Pacific Islands Studies faculty and guest speakers will help you on your journey.

Learning Outcomes

When students complete Pacific Worlds they should be able to

a. Locate important Pacific geographical areas on a map.
b. Explain indigenous and colonial settlement of the Pacific and link this to the concept of a diverse region.
c. Articulate the concept of “classroom as canoe” as a learning model for Pacific Islands Studies in waka sessions.
d. Work effectively in waka groups culminating in a final oral/ performance and written presentation.
e. Describe Pacific worldviews and relationships between people, land and sea in exams and group presentations.
f. Identify important spiritual, political and economic events and periods of Pacific regional history in exams.
g. Describe and present an important feature of Pacific diasporic populations in the US through group projects.
h. Describe the importance of the arts to contemporary Pacific survival in exams and group discussions.
i. Articulate the transdisciplinary (multidisciplinary, indigenous and community knowledges) approach to Pacific Islands Studies in contrast to a single-discipline approach in exams.

Structure of Course

This class is organized around two 50 min. weekly lectures and one 50 min. discussion or waka group meeting every week. The course is coordinated by a faculty member of the Center for Pacific Islands Studies who liaises with students, organizes the weekly discussions and grades assignments. The course coordinator along with the Center’s core and affiliate faculty and community experts will conduct lectures.

Readings and Resources

There is a PACS 108 course reader available for purchase from the Center for Pacific Islands Studies along with 4 maps of Oceania. Below are books that will provide additional background and reading for both instructors and students.


Online Resources

*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. *Pacific Magazine* at www.pacificmagazine.net, monthly news magazine and associated website that features daily news updates.
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 Aids Foundation at http://www.pacificaids.org/ is a website containing an archive of newsletter, events and helpful links on the growing concern of HIV/AIDS in the Pacific.

Polycafe at http://polycafe.com/ is a Polynesian/ Pacific daily news report focusing on popular Pacific related events in both the islands and the diaspora.

Excerpts from Spasifik magazine covering Pacific history, culture, music, fashion, the visual arts and sports in New Zealand and across the region, produced in Auckland, New Zealand, will also be included in class reading packets.

Recommended Requirements and Assignments

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Lecture Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Waka group participation</td>
<td>15</td>
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<tr>
<td>Map quiz</td>
<td>5</td>
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<tr>
<td>Identity/ genealogy essay</td>
<td>5</td>
</tr>
<tr>
<td>Mid-term</td>
<td>20</td>
</tr>
<tr>
<td>Final</td>
<td>20</td>
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<tr>
<td>Group project</td>
<td>20 (includes initial and final presentation)</td>
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100%

Waka Group Project: Pacific Islanders in the USA

In waka groups, students will research a topic relevant to Pacific islanders in Hawai’i or on the continent. The goal of the group project is to learn more about Pacific communities in the US, to foster teamwork, to draw upon the knowledge and talents of students who bring a wealth of experience with them into the classroom, and to creatively engage and re-present a practical or lived aspect of the topics in the course syllabus.
COURSE OUTLINE

PART 1: BOARDING THE WAKA—NAVIGATING AND MAPPING OCEANIA

Introductions and Orientation
Student introductions and creating a sense of teamwork with the waka course model, discussion of expectations and instructions in the syllabus.

Reading

TOPIC 1: Where is the Pacific?
Discuss how the Pacific was named, mapped, and constructed by the West. Explain how we define the boundaries of the Pacific Islands Region and describe features of Melanesia, Micronesia and Polynesia.

Activities:
Pacific Map pre-test (Distribute blank Map)—fill in this map according to your understanding of where islands are in the Pacific and where this region is positioned with respect to continents and other oceans.

Readings:
4 CPIS maps

Video:

TOPIC 2: Geography of the Pacific Islands Region
What are the different kinds of islands in the Pacific and what are the most important features of island ecology and the physical environment?

Activities:
Map test: identify major cultural regions, political entities and economic zones.

Reading:

Video: Rising Waters
TOPIC 3: Oceania: Our Sea of Islands
Discuss Hau’ofa’s alternative, island centered vision of the Pacific.

Activity:
What are Hau’ofa’s main points? Do you agree or disagree with him, why or why not?

Reading

PART 2: ROUTES & ROOTS—
OCEANIC ORIGINS AND TRADITIONS

TOPIC 1: Origins
Discuss the creation myths of various island societies which highlight the world views of Oceania.
Explain concepts like the po and va.
Discuss how the connections between genealogy and creation stories show that islanders are deeply connected to islands.

Activity: Write a 3-5 page essay on your own origins and genealogy.

Readings/ resources:


TOPIC 2: Pre-European histories
Explain the various migration theories and discuss the archaeological evidence which points to the origins and initial migrations of Pacific islanders.

What are the gaps in our knowledge of life in the Pacific before written histories and archaeological evidence?
Activity:
Bring in a picture, image, song or object that connects us to pre-European pasts.

Readings:


**TOPIC 3: Pacific World Views**
What are the similarities and differences between Pacific and Western ways of knowing?
What are some examples of the ways in which world views clash today, both in and out of the Pacific?

Activity:
Conduct a small exercise in which students interact with each other according to principles of Pacific protocol.

Readings:


Thaman, K (2003). Chapter 1

**TOPIC 4: Home/Land/Place**
Explain the links between people and their land in the Pacific.
Discuss how links to home/land can extend beyond island shores.

Activity
Reflect on your own relationships to specific places, landscapes and homelands.

Readings:

Judith Macdougall, “Body of the land, the bodies of the people”

**TOPIC 5: Spirituality: Mana and Tapu**

Discuss how the realm of spirits linked to Pacific Islanders today.

Explain how sacredness resides in people, objects and places.

How is indigenous spirituality manifest today?

**Activity:**

Bring in an object or picture of an object you think has or use to have sacred significance.

**Reading:**


Kame'eleihiwa, L. (1992). *Native land and foreign desires: how shall we live in harmony? Ko Hawai'i 'aina a me na koi pu'umake a ka po'e haole : pehea la e pono ai?* Honolulu, Bishop Museum Press. Introduction and Chapter 1


**PART 3: WAVES OF POWER—CHRISTIANITY, COLONIALISM, DEVELOPMENT**

**TOPIC 1: Christianity in Oceania**

Describe the historical impacts of Christianity on Pacific societies.

What role did the missionaries play in social change in the Pacific?

Explain how Christianity has become ‘traditional’ in Oceania.

**Activity:**

Compare and contrast the values and practices of pre-European Pacific peoples with Christianity. What are the major changes involved in conversion?

**Reading:**

**TOPIC 2: Colonialism**

Explain the cultural, political, and discursive domination of colonialism in the Pacific.

Describe the violence of colonialism.

Discuss how colonialism has impacted issues of class, race, and gender in the Pacific.

**Activity:**
Create a short skit demonstrating your understanding of some aspect of colonialism in the Pacific.

**Reading:**


**TOPIC 3: Development**

Explain the internal and external forces calling for development in Oceania.

What are the positive and negative social, cultural, and environmental impacts of development in the Pacific?

What are viable development options for the Pacific?

**Activity:**
Pick a country and create a policy for a particular aspect of development or conservation. Justify your policy ideas.

**Reading**


Video: Kilem Taem

TOPIC 4: The not so pacific Pacific: Coups, Conflicts, Crises
Describe the “arc of instability” in the Pacific.
Discuss recent conflicts in the following countries: Bougainville, Fiji, the Solomons, and West Papua.
Is there a ‘pacific way’ to approach conflict resolution?
What characteristics of Pacific societies enable corruption?

Activity:
Read the information on talanoa at http://pidp.eastwestcenter.org/pidp/talanoa.htm
Choose a problem in the Pacific and imagine addressing it using this approach.

Reading:


PART 4: COUNTERCURRENTS—CONTEMPORARY PACIFIC CULTURES

TOPIC 1: Contemporary Culture
Explain what traditional culture is and how both change through time.
Discuss what ‘authentic culture’ means.

Activity:
As a waka group imagine you represent a culture in the Pacific. How are “traditions” in your culture practiced today? Make a list of criteria you use to determine when culture is “authentic” or not?

Reading:
**TOPIC 2: Decolonization**

Explain the impetus for and history of decolonization in the Pacific.
How can we decolonize our minds?

**Activity:**
Create a role-play or skit that exemplifies the process of colonialism and decolonization in Oceania.

**Reading:**

**TOPIC 3: Globalization**

What does “globalization” mean in the Pacific region?
Explain how Oceania is responding to the forces of globalization?

**Activity**
Make a list of contemporary Pacific foods and Pacific music. Discuss how diet and cultural consumption in the contemporary Pacific exemplify globalization.

**Reading**


**TOPIC 4: Population and Mobility**

What is the population of Oceania and where is the diaspora?
What are the push and pull factors of mobility in the Pacific?

**Activity:**
As a waka group discuss your individual migration histories and make a list of the factors that brought your traveling group together here in this class. How is the mobility of the class similar to or different from mobility in the Pacific?

**Readings:**
TOPIC 5: Cultural Identities
Describe the fluidity of Oceanic cultural identities.
Why is identity an important issue in the contemporary Pacific?

Activity: What are your identities? Make a list of the many roles you play in life and determine the three that best identify you. Discuss how your different identities change depending on context.

Reading

Video: Pacific Identities—Part I (Video from SHAPS and UNU Global Seminar)

PART 5: NIU WAVES—OCEANIC ARTS AND LITERATURES

TOPIC 1: Pacific Literature
Describe the relatively recent development of Pacific Literature.
Explain the common themes Pacific writers address today.

Activity:
Read and discuss several short pieces by Pacific authors.
Group activity: role play a scene from the selected play.

Reading:


Rapaport, M. (1999): Chapter 14

**Video: A New Oceania**

**CD:** Teaiwa, T. and S. Figiel (2000). Terenesia amplified poetry and songs: 48 min. [COMPACT DISC 8608]
http://home.hawaii.rr.com/dougwords/terenesia/

**TOPIC2: Pacific Comedy**
Discuss the social function of comic sketches and clowning in Oceania.
What is the relationship between clowning and the contexts of power and gender relations?

**Activity:**
Tell a joke or find a bumper sticker, T-shirt or greeting card that humorizes some aspect of Pacific or local Hawai‘i culture. What values, relationships or ideas about power does it address?

**Reading:**


**Video**
(2003). *Best of Laughing with Samoans*: 60 min. [VIDEOTAPE 21048]


12
**TOPIC 3: Pacific Music and Dance**

What are some of the features of Pacific music and dance that make it distinct? What are some of the ways in which Pacific music and dance has been transformed by tourism, by the stage, and in the diaspora?

**Activity:** Learn an action song from Oceania and reflect on the meaning behind both the words and actions.

**Reading:**


**Video:**

*Dances of Life*

**TOPIC 4: Film and Visual Art**

How have Pacific Islanders have been represented in film and art and how does this contrast with the ways in which island artists represent themselves? How is tradition being extended creatively in visual art form and content?

**Activity:** Watch the movie *Whale Rider* and discuss in your group how the movie represents a part of Oceania to a global audience.

**Reading:**

**Video:**
CPIS Core faculty
David Hanlon: Pacific histories, political economy in Micronesia, representations of Pacific peoples
Vilsoni Hereniko: Pacific arts, film and literatures, Pacific theater and comedy, cultural identities
Terence Wesley-Smith: contemporary Pacific politics, globalization, conflict in the contemporary Pacific, approaches to Pacific studies
Katerina Teaiwa: culture and consumption, women’s studies, globalization, dance, theorizing Pacific studies

Proposed guest lecturers
Albert Wendt: Pacific literature and poetry, cultural identities
Geoff White: war in the Pacific, Pacific anthropology
David Chappell: Pacific history
Noenoe Silva: indigenous politics, Hawaiian language and historiography
Naomi Losch: language issues
Vicky Holt Takamine: hula and dance as politics
Saili Lilomaiaava-Doktor: migration and diaspora issues
Tarcisius Kabutaulaka: governance, Pacific politics, Solomons conflict
Kanalu Young: issues of governance, impact of colonialism, new research methodologies and directions for researchers of Oceania.
Carlos Andrade: navigation, hokule‘a
Karen Kosasa: Museums and representation of culture
Terry Hunt: archaeology of Oceania
Ross Cordy: archaeology of Oceania
Ty Tengan: race and identity in Hawai‘i, masculinities, indigenous anthropology
Hokulani Aikau: indigenous politics, women’s issues
Julie Kaomea: indigenous education in Hawai‘i
Haunani-Kay Trask: indigenous politics, Pacific women poets

CPIS visiting artist

CPIS writer-in-residence (Fulbright–Creative New Zealand)
Jon Jonassen: governance in the Pacific
Tevita O Ka’ili: Pacific anthropology, Tongan epistemologies

References
(2003). Best of Laughing with Samoans: 60 min.


