PACS 108: Pacific Worlds: An Introduction to Pacific Islands Studies
3 Credits
Tuesday-Thursday, 10:00 – 11:15 a.m.

INSTRUCTOR: Ian Akahi Masterson
OFFICE: Hale Kūhina 110
OFFICE HOURS: M & W 11:15 – 11:45 a.m. or by appointment
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EFFECTIVE DATE: Fall 2013

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

This course situates Hawai‘i in the larger context of Oceania and exposes students to issues, themes, values, and practices across the region. It also introduces students to the geography, societies, histories, cultures, and arts of Oceania, including Hawai‘i. Combines lecture and discussion that emphasize Pacific Islander perspectives and experiences.

Activities Required at Scheduled Times Other Than Class Times

A Service-Learning Experience is required outside of class time, one where the student participates in an activity relating to indigenous cultural sustainability.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are as follows:

1. Locate and name the island groups, geographic regions, and political entities of Oceania.

2. Describe social and cultural similarities and differences among Pacific Island societies.

3. Identify themes in the works of Pacific Island artists and writers.

4. Discuss contemporary social, political, economic, cultural, and environmental issues in the Pacific Islands.

5. Explain significant themes in indigenous, colonial, and postcolonial histories of the Pacific Islands.
COURSE CONTENT (This section is optional for now).

Concepts or Topics

This course is organized in six parts:

I. Boarding the Waʻa: Navigating and Mapping Oceania
II. Routes and Roots: Oceanic Origins and Traditions
III. Waves of Power: Religion, Colonialism and Development
IV. Countercurrents: Contemporary Pacific Cultures
V. Niu Waves: Oceanic Arts and Literature
VI. Pacific Worlds: Arriving on Distant Shores

Skills or Competencies

1. Identify features of the basic geography and demography of the Pacific Islands;
2. Define "diaspora" and discuss aspects of the populations of the Hawai‘i diaspora;
3. Describe basic ecological, political, cultural, and social region;
4. Critically discuss issues about popular representations of the Pacific.
5. Display the intellectual rigor associated with Pacific Studies through formal presentations, informal discussions, literary works, and/or artistic expressions, and discuss real life applications to Pacific Studies.
6. Locate and utilize a range of local, regional, and international resources for research on the Pacific region.

COURSE TASKS

Evaluation of the student’s achievement of course objectives will be based upon attendance and class participation, completion of homework assignments, projects, and written examinations.

50 points ATTENDANCE: Active participation involves being present for all class sessions, submission of assignments prior to discussion, active listening, contribution to discussion, and asking pertinent questions. Included is one Service Learning/community day, requested of each waʻa, to be schedule outside class.

100 points HOMEWORK ASSIGNMENTS: Written online (Laulima) summaries/reaction papers to reading assignments and lectures will occur weekly throughout the semester. (5 points per weekly discussion thread, 14 assignments in total.

NOTE: Each Wa'a are assigned TOPICS and will run those discussions in class. Please respond online every week to ensure you get your homework points! There are 12 topics, plus an introduction forum and responses to student presentations.

50 points PACIFIC WORLDS PROJECT: The student will conduct a semester project on the ecological, political, cultural, and social situation in a Pacific Island group or region, focusing on contemporary issues that stem from post-colonial shifts and forces of globalization; or complete some artistic or culturally-specific creation of the student’s design (cultural art in a natural medium, poetry or play, fictional short story), that includes a written portion and a cultural product/artifact that is presented in class. The project includes a written report as well as a class presentation on the topic/creation. Details of the project are presented below.
LEARNING ASSESSMENTS: Assessments will be given throughout the semester, covering the lecture topics, in-class and online discussions, reading assignments, movies, and internet exercises/resources.

ASSESSMENT TASKS AND GRADING

METHOD OF GRADING:
The assignment of points will be according to the following protocol:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Wa’a Activity Participation:</td>
<td>50</td>
</tr>
<tr>
<td>Homework Assignments (10 @ 10 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Individual Research Project (written paper and presentation)</td>
<td>50</td>
</tr>
<tr>
<td>Assessments (five twenty-point unit exams)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

Each letter grade with its respective level of achievement is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100% of cumulative points possible</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89% of cumulative points possible</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79% of cumulative points possible</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69% of cumulative points possible</td>
</tr>
<tr>
<td>F</td>
<td>below 60% of cumulative points possible</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete: This temporary grade is given at the instructor’s option when a student has failed to complete a small part of a course because of circumstances beyond the student’s control. All required work must be completed by the last day of instruction of the succeeding semester.</td>
</tr>
</tbody>
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LEARNING RESOURCES

An Online reader will be provided for each student that includes Pacific Islander authors, some of whom are listed on the Recommended Reading List attached at the end of this syllabus. Readings will average 30-50 pages per week and have online discussion questions attached to each reading to which the student is required to respond. Also required is the following textbook, but this reading alone may not represent all class readings. See the syllabus for details of homework assignments:


DISABILITIES ACCOMMODATION STATEMENT

*If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.*

Revised May 10, 2007
PACS 108 Semester Project

PACIFIC WORLDS PROJECT: The student will conduct a semester project on the ecological, political, cultural, and social situation in a Pacific Island group or region, focusing on contemporary issues that stem from post-colonial shifts and forces of globalization; OR… complete some artistic or culturally-specific creation of the student’s design (cultural art in a natural medium, poetry or play, fictional short story), that includes a written portion and a cultural product/artifact that is presented in class. The project includes a written report as well as a class presentation on the topic/creation. Details regarding this project will be presented by each student as they deem appropriate for the project. The following format will guide you through this project. Keep in mind that the format will vary slightly depending on your approach.

Components of the project are:

Project Homework (I) 5 points: Develop a written proposal for the Semester Project (ca. One page). A one page project proposal that includes a description of your topic, research goals, thesis (if appropriate) focus of study, or culturally artistic product and your proposed methods for reaching these goals, as well as a brief statement about why you chose the topic.

Project Homework (II) 5 points: Complete outline for Semester Project. The project outline is the basis for the written paper as well as the class presentation. It is a lay-up for you to follow when you write the report and therefore it should not be in paragraph form. It should include all of the aspects found in the paper. The outline should be utilized as the chronological basis for your oral presentation.

Project Homework (III) 10 points: Complete Project Written Rough Draft. Your paper should include an introduction that outlines the proposal, a body that includes a detailed description of the research you accomplished and how that relates to your proposed methods, and a conclusion that assesses the success of your methodology while addressing the overall outcome of your research (whether it meets your research goals or disproves them). In certain cases, discuss how you would implement your findings in the public arena. Also, write a concluding statement on the outcome of your project personally: Did you learn something new? Was it exciting? Difficult? Do you feel like you have contributed to the presently disparate database of surfing knowledge available?

Project Homework (IV A) 15 points: Finish the Written Semester Project. Your paper should be 4 to 6 pages, typed, double-spaced, Times or Times New Roman 12 font, with 1” margins all around, no more. Figures, charts, diagrams, and pictures are encouraged, but should add to the minimum 4 pages of written text as described above. Quality of work is important here. Keep your thoughts organized and concise, but meaningful.

Project Homework (IV B) 15 points: Prepare for Presentation. Your oral presentation should be about 10 minutes long. You should state your topic, thesis or focus, and research goals. Bring visual evidence of your project if applicable. Conclude with the outcome of your research, an assessment of your success, a proposed implementation plan for your findings (if appropriate), and your personal thoughts on the project—Did the process affect you as a person?
UNIT 1: BOARDING THE WAʻA—NAVIGATING AND MAPPING OCEANIA

Discusses how the Pacific was named, mapped, and constructed by the West. Explores the ways in which modern studies have characterized the region. The discussion here will engage both pre-contact and contemporary cultural worldviews and practices, emphasizing the continuity of culture.

**Topic 1: Ka Waʻa Introductions and Orientation**
Student introductions and creating a sense of teamwork with the Waʻa course model, discussion of expectations and instructions in the syllabus. We will also do group activities to prep for class. We will group up and discuss Teaiwa’s and how the metaphor of the canoe is appropriate.

**Week 1 Readings:**

**TOPIC 2: Oceania Our Sea of Islands & Pacific World Views**
Discuss Hau’ofa’s alternative, island centered vision of the Pacific. Talk about the validity of cultural knowledge as discussed by Thaman. What are the similarities and differences between Pacific and Western ways of knowing? What ways do these worldviews clash today? Solutions?

**Week 2 Readings:**

**TOPIC 3: Hoʻoulu Lāhui What is a Hawaiian Epistemology?**
What are the seven important themes that Meyer has laid out for us, and how do you feel about what she says as well as her perspective on it all?

**Week 3 Readings:**

**Review for Unit Test #1 on Thursday**

**UNIT #1 TEST IN CLASS, FIRST THING ON THURSDAY of Week 3!!!**

Then move on to Unit II...
UNIT II: ROUTES & ROOTS—OCEANIC ORIGINS AND TRADITIONS

Explores the various migration theories and discusses the archaeological evidence which points to the origins and initial migrations of Pacific islanders. Scientifically, we can explain the origins of islands in terms of volcanism, plate tectonics, reef building, and other physical forces. Similarly, we can trace the estimated migrations and arrivals of Pacific Islanders using archaeological and linguistic evidence. While these approaches to knowledge are valid and important, they tell us little about how cultures understand themselves. And cultural self-understandings are rooted in the most primal of stories: those concerning the birth of the islands and the origins of their peoples.

TOPIC 4: Oceania  
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? 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.

Week 4 Readings:  

TOPIC 5: He‘e Nalu Māmao  
Peopling of the Pacific

Explain the various migration theories and discuss the archaeological evidence that 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?

Week 5 Readings:  
3. IN-CLASS MAP EXERCISE: http://www.sheppardsoftware.com/Oceania_Geography.htm
By using Sheppard Software's learning games, you will gain a permanent mental map of Oceania, its countries, capitals, and geography.

TOPIC 6: Kumulipo  
Origins & Pre-European histories

Discuss the creation myths of various island societies that highlight the worldviews of Oceania. Discuss how the connections between genealogy and creation stories show that islanders are deeply connected to islands. Discuss how links to home/land can extend beyond island shores. Explain the links between people and their land in the Pacific.

Week 6 Readings:  
2. IN-CLASS EXERCISE: Pacific Worlds Website-What is Voyaging Knowledge?  

Review for Unit Test #3 on Thursday

UNIT #2 TEST IN CLASS, FIRST THING ON THURSDAY of Week 6!!!
PART III: WAVES OF POWER—CHRISTIANITY, COLONIALISM, DEVELOPMENT

Waves of power is the first of three "historical" layers. Since industrialized cultures define "historical" in terms of written history, these layers are very shallow compared to the many, many generations of cultural history that preceded written records. This section explores the early contact period, usually up through the end of the 19th century and aims to provide local perspectives on these historical periods, as a counter-balance to the perspectives usually found in textbooks and history books. Describes the violence of colonialism. Explores the cultural, political, and discursive domination of colonialism in the Pacific. Discusses how colonialism has impacted issues of class, race, and gender in the Pacific and examines the impetus for and history of decolonization in the Pacific. And considers the question: How can we decolonize our minds?

**TOPIC 7: Explorers & Foreigners in Oceania**

Who are the important explorers to “discover”, name, and map the Pacific Ocean? Describe the historical impacts of foreigners on Pacific societies. How did explorers, traders, beachcombers, and missionaries affect cultural continuity? What role did the missionaries play in social change in the Pacific? Explain how Christianity has become ‘traditional’ in Oceania.

**Week 7 Readings:**

**TOPIC 8: Colonialism & Decolonization**

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. Can we as modern people decolonize our minds? Explain what contemporary and traditional culture are and how both change through time. Discuss what ‘authentic culture’ means and who has the right to express that cultural experience.

**Week 8 Readings:**

**TOPIC 9: World War II and Post-War Changes**

What were the events leading up to World War II, its spread into the Pacific, and the US involvement? Identify important battles in the Pacific that affected the course of the war. Discuss how WWII affected the Pacific Islands, its people, and their identities. What long lasting human and environmental impacts occurred from military operations before, during, and after WWII?

**IN-CLASS EXERCISE:**
1. Micronesia Seminar. [Nuclear Nomads][Internet].
2. Micronesian Seminar. [Life 100 Years Ago][Internet].

**Week 9 Readings:**

**Review for Unit Test #3 on Thursday**

**UNIT #3 TEST IN CLASS, FIRST THING ON THURSDAY of Week 9!!!
PART IV: COUNTERCURRENTS—CONTEMPORARY PACIFIC CULTURES

This section brings us to the present and future and describes the fluidity of Oceanic cultural identities. Explores the internal and external forces calling for development in Oceania including migration and globalization and considers the questions: What are the positive and negative social, cultural, and environmental impacts of development in the Pacific? What are the push and pull factors of mobility in the Pacific? and What does “globalization” mean in the Pacific region?

TOPIC 10: Development— WAʻA Leaders: __________________________

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?


TOPIC 11: The not so pacific Pacific: Coups, Conflicts, Crises— WAʻA Leaders: __________________________

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?


TOPIC 12: Globalization, Mobility, Population, and Cultural Identities— WAʻA Leaders: __________________________

What does “globalization” mean in the Pacific region? Explain how Oceania is responding to the forces of globalization? What is the population of Oceania and where is the diaspora? What are the push and pull factors of mobility in the Pacific? Describe the fluidity of Oceanic cultural identities. Why is identity an important issue in the contemporary Pacific?


CASE STUDY: MICRONESIA How has development affected these island nations? Each Waʻa will present on one island nation in Micronesia and discuss development. How has development affected that island nation? Can we find sustainable solutions for the future?

CASE STUDY: MELANESIA How has political history affected these island nations? Each Waʻa will present on one island nation in Melanesia and discuss impacts of political changes over time and look at the presence of or potential for self-determination.

CASE STUDY: POLYNESIA How has globalization affected these island nations? Each Waʻa will present on one island nation in Polynesia and discuss impacts of globalization. How do we culturally navigate into a globalized future but still be anchored in Pacific traditions?

UNIT #4 TEST IN CLASS, FIRST THING ON THURSDAY of Week 12!!!
PART V: NIU WAVES—OCEANIC ARTS AND LITERATURES

This Unit looks at the relatively recent development of Pacific Arts and Literature. What are some of the ways in which Pacific Islanders express themselves today? We will consider how Pacific music and dance has been transformed by tourism, by the stage, and in the diaspora. We also consider how Pacific Islanders have been represented in film and art, and how this contrasts with the ways in which island artists represent themselves. This voyage into Pacific expression asks how tradition is being extended creatively in visual art form and literary content today.


TOPIC 12: Pacific Literature, Film, Visual Art, Music, and Dance

--_WA‘A Leaders:_

Explain the common themes Pacific writers address today. What are some of the features of Pacific music and dance that make it distinct?

PART VI: PACIFIC WORLDS: ARRIVING ON DISTANT SHORES

_Pae i ka nalu!_ This week we land on distant shores of islands across the Pacific as we explore the islands through the eyes of the voyagers, those of you students who have worked diligently and with passion to stay the course, ride that wave, navigate us to shore! Mahalo to each of you and all of you! Let us celebrate our arrival with food, art, dance, music, storytelling, and sharing about our Sea of Islands through our excellent student Semester Project Presentations!!

Weeks 13 & 14: Pacific Worlds Student Presentations & Final Review

Week 15: Final Exam on UNITS 5 & 6!!! Date TBA

_Aloha e! See you in the islands!_