

## **PACS 108: Pacific Worlds: An Introduction to Pacific Islands Studies**

3 Credits

M-W, 8:30 – 9:45 a.m.

<b>INSTRUCTOR:</b>	Ian Akahi Masterson
<b>OFFICE:</b>	<b>Hale Kūhina 110</b>
<b>OFFICE HOURS:</b>	M & W 11:15 – 11:45 a.m. or by appointment
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<b>EFFECTIVE DATE:</b>	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).

<i>Concepts or Topics</i>	<i>Skills or Competencies</i>
<i>This course is organized in six parts:</i>	
<i>I. Boarding the Wa‘a: Navigating and Mapping Oceania</i>	<i>1. Identify features of the basic geography and demography of the Pacific Islands;</i>
<i>II. Routes and Roots: Oceanic Origins and Traditions</i>	<i>2. Define "diaspora" and discuss aspects of the populations of the Hawai‘i diaspora;</i>
<i>III. Waves of Power: Religion, Colonialism and Development</i>	<i>3. Describe basic ecological, political, cultural, and social region;</i>
<i>IV. Countercurrents: Contemporary Pacific Cultures</i>	<i>4. Critically discuss issues about popular representations of the Pacific.</i>
<i>V. Niu Waves: Oceanic Arts and Literature</i>	<i>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.</i>
<i>VI. Pacific Worlds: Arriving on Distant Shores</i>	<i>6. Locate and utilize a range of local, regional, and international resources for research on the Pacific region.</i>

## 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.

- 25 points**     **ATTENDANCE & PARTICIPATION:** 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 wa‘a, to be schedule outside class.
- 25 points**     **HOMEWORK ASSIGNMENTS:** Written online (Laulima) summaries/reaction papers to reading assignments and lectures will occur throughout the semester. (5 points per Unit discussion thread, 5 assignments in total.
- NOTE:**     *Each Wa‘a are assigned TOPICS and will run those discussions in class. Please respond online every Unit to ensure you get your homework points! There are 5 topics, plus an introduction forum and responses to student presentations.*
- 100 points**     **GROUP PRESENTATION:** Wa‘a (voyaging canoes) are formed on the first day of class and students will remain on-board the duration of the semester. Each wa‘a will be responsible for leading class and online discussions for several class sessions (one week/3 hrs) or portions thereof during the semester. Groups are graded on coverage of reading assignments and related homework discussion questions, presentation forms, cohesiveness within the wa‘a, and creativity that relates to indigenous forms of learning and culture-based instruction.

**200 points**     **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:

<b>Course Assessment/Points Rubric</b>	<b>Points</b>
Attendance & Wa‘a Activity Participation:	25
Unit –based Online Discussion Assignments (5 @ 5 points each)	25
Research Presentations (2 Presentations on 5-6 Island Nations, 50 points each)	100
Assessments:	200
#1: Concepts & Themes	50
#2: Roots & Routes—Map Test	50
#3: Historical & Colonial Realities	50
#4: Island Nations & A Sea of Islands	50
<b>Total Points:</b>	<b>350</b>

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

<b>Letter Grade</b>	<b>Definition</b>
<b>A</b>	90% - 100% of cumulative points possible
<b>B</b>	80% - 89% of cumulative points possible
<b>C</b>	70% - 79% of cumulative points possible
<b>D</b>	60% - 69% of cumulative points possible
<b>F</b>	below 60% of cumulative points possible
<b>I</b>	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.

### 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:

**Ridgell, Reilly. 1988. *Pacific Nations and Territories: The Islands of Micronesia, Melanesia, and Polynesia*. Honolulu, HI: Bess Press. ISBN# 978-1-57306-246-6**

### 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](mailto:lemke@hawaii.edu), or you may stop by Hale ‘Akoakoa 213 for more information. Revised May 10, 2007*

## PACS 108 Group Project/Presentation Rubric Evaluation and Final Grade

Each wa'a group will give a lecture and visual presentation covering all aspects of the textbook chapters/island nations assigned to them, plus tell a myth or legend from one of the indigenous groups of that nation. Remember you must include NATIVE VOICE, either through readings, interviews, guest speakers, video clips, etc... The rubric below will guide you through your presentation, and may serve as an outline for your powerpoint & lecture. Feel free to bring FOOD that is based on one or more of the island nations that you are covering. Remember, each wa'a will have to present on 2 to 3 island nations per class, so please be prepared and start early!

At the end of the semester each wa'a will rate their own group and their team members, so please contribute your best effort, attend planning sessions outside of class, & SHOW UP on the day!!!

<b>Group:</b>			
<b>Topic:</b>			
<b>Group Members:</b>			
<b>Project Components</b>	<b>MET</b>	<b>NOT MET</b>	<b>Points Available</b>
<b>History</b>			5
<b>Geography</b>			5
<b>People &amp; Culture</b>			5
<b>Economy &amp; Resources</b>			5
<b>Political Status</b>			5
<b>21<sup>st</sup> Century Challenges</b>			5
<b>Native Voice</b>			5
<b>Presentation</b>			
Preparation and research			3
Organization & Creativity			3
Connections to course themes/key concepts			3
Inclusion of local/indigenous perspectives/methods			3
Engages audience			3
<b>TOTAL</b>			50
<b>Comments:</b>			

## PACS 108 Course Syllabus (subject to change)

This course is organized in 6 parts:

<u>Text Unit #:</u>	<u>Week #:</u>		
UNIT 1	Weeks 1-3	1.	Boarding the Wa‘a: Navigating and Mapping Oceania
UNIT 2	Weeks 4-7	2.	Routes and Roots: Oceanic Origins and Traditions
UNIT 3	Weeks 8-10	3.	Waves of Power: Religion, Colonialism and Development
UNIT 4	Weeks 11-12	4.	Countercurrents: Contemporary Pacific Cultures
UNIT 5	Week 13	5.	Niu Waves: Oceanic Arts and Literature
UNIT 6	Week 14	6.	Pacific Worlds: Arriving on Distant Shores: Presentations
	Week 15		Final Exam

### **UNIT 1: BOARDING THE WA‘A—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 Wa‘a Introductions and Orientation***

Student introductions and creating a sense of teamwork with the Wa‘a 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 article and how the metaphor of the canoe is appropriate.

***Week 1 Readings:*** 1. Teaiwa, T. (2005). "The Classroom as Metaphorical Canoe: Cooperative Learning in Pacific Studies."

#### ***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:*** 1. Hauofa, E. (1993.). "Our Sea of Islands." *The Contemporary Pacific* Volume 6(1): 148-161.

2. ***IN-CLASS MAP EXERCISE:*** [http://www.sheppardsoftware.com/Oceania\\_Geography.htm](http://www.sheppardsoftware.com/Oceania_Geography.htm)  
By using Sheppard Software's learning games, you will gain a mental map of Oceania.

***TOPIC 3: Ho‘oulu 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:*** 1. Meyer, M.A. (2001). "Our own liberation: reflections on Hawaiian epistemology." *The Contemporary Pacific* 13(1): 124-148

2. Masterson, "An Oceanic Reality", *FreeSurf Magazine*, 2008.

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

**UNIT #1 TEST GIVEN ON THURSDAY of Week 3!!!**

## **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:**

1. Ridgell, R. 1988. Textbook *UNIT 1*, pp. v-23.
2. [Peterson, M. \(2005\)](#). Naming the Pacific. Common Place 5(2): online.
3. [Tcherkézoff, S. \(2007\)](#). Maps and Notes to illustrate the history of the European “invention” of the Melanesia / Polynesia distinction.

### ***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:**

1. Ridgell, R. 1988. Textbook: Unit two: Peopling of the Pacific
2. Andrade, C. (2006). [Voyaging](#) [Internet]. Pacific Worlds.com.

*REVIEW:* [http://www.sheppardsoftware.com/Oceania\\_Geography.htm](http://www.sheppardsoftware.com/Oceania_Geography.htm)

### ***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:**

1. Kiste, R. C. (1994). Pre-colonial times. *Tides of history : the Pacific Islands in the twentieth century* / edited by. K. R. Howe, R. C. Kiste and B. V. Lal. St. Leonards, N.S.W, Allen & Unwin: 3-28.

2. *IN-CLASS EXERCISE:* Pacific Worlds Website-What is Voyaging Knowledge?

1. *Come Ashore*, Ulithi, Yap: <http://www.pacificworlds.com/yap/arrival/comeash.cfm>
2. Pacific Worlds: *Winds*, Ulithi, Yap: <http://www.pacificworlds.com/yap/land/winds.cfm>
3. Pacific Worlds: *Rains*, Ulithi, Yap: <http://www.pacificworlds.com/yap/land/rain.cfm>

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

**UNIT #2 TEST IN CLASS, GIVEN FIRST THING ON TUESDAY of Week 8!!!**

**ATTENTION: From Now on there will be lecture Monday, Presentations on Wednesday**  
**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?

**WA'A Leaders:** \_\_\_\_\_ **Island Nations Covered:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

*Week 7 / 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:** I. Ridgell, R. 1988. Textbook: Unit Three: Chapters 7-10, pp. 46-87

**WA'A Leaders:** \_\_\_\_\_ **Island Nations Covered:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

*Week 8 / 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:** I. Thaman, K. H. (2003). "Decolonizing Pacific Studies: Indigenous Perspectives, Knowledge, and Wisdom in Higher Education." *The Contemporary Pacific* 15(1): 1-17.

**WA'A Leaders:** \_\_\_\_\_ **Island Nations Covered:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

*Week / 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. Micronesia Seminar. [Life 100 Years Ago](#) [Internet].

**Week 9 Readings:** I. Wendt, A. (1976). *Towards a New Oceania. Seaweeds and Construction.* Honolulu, Elepaio Press: 73-85.

**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?

**WA‘A Leaders:** \_\_\_\_\_ **Island Nations Covered:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

*TOPIC 10: Development--*

**WA‘A 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?

**Week 10 Readings:** 1. Ridgell, R. 1988. Textbook: Unit 4: Micronesia, pp. 88-153.

2. Hauofa, E. (1983). Tales of the Tikongs. Honolulu, University of Hawaii Press: 18-26.

**WA‘A Leaders:** \_\_\_\_\_ **Island Nations Covered:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

*TOPIC 11: The not so pacific Pacific: Coups, Conflicts, Crises--* **WA‘A 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?

**Week 11 Readings:** 1. Ridgell, R. 1988. Textbook: Unit 5: Melanesia, pp. 154-181

2. Finin, G. A. and T. Wesley-Smith (2001). "Coups, Conflicts and Crises: the New Pacific Way?" Race and Class April-June. Vol. 42.

**WA‘A Leaders:** \_\_\_\_\_ **Island Nations Covered:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

*TOPIC 12: Globalization, Mobility, Population, and Cultural Identities-*

**WA‘A 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?

**Week 12 Readings:** 1. Ridgell, R. 1988. Textbook: Unit 5: Polynesia, pp. 182-260.



## **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.

**WA‘A Leaders:** \_\_\_\_\_ **Island Nations Covered:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**Week 13 Readings:** I. Hereniko, V. (1994.). Representations of Cultural Identities. *Tides of History: The Pacific Islands in the Twentieth Century*. K. R. Howe, R. Kiste and B. V. Lal. Honolulu, University of Hawaii Press: 406-434.

*TOPIC 13: 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!!!

**WA‘A Leaders:** \_\_\_\_\_ **Island Nations Covered:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**Weeks 14 & 15: Final Presentation, Review, & Discussion**

**Week 15: Final Exam on UNITS 4, 5, & 6—focusing on Textbook as well!!! Date TBA**

*Aloha e! See you in the islands!*