COURSE DESCRIPTION
Although relatively small in population, the Pacific Islands, also known as Oceania, spans one-third of the globe, encompassing about one fourth of the world’s languages, and including some of its most unique ecological zones. Pacific Islanders are part of a long history and ongoing story of movement, settlement, and adaptation to island environments that represent important histories of cultural achievement and political struggle. The Pacific has also been an object of colonial interest and fantasy since the earliest days of exploration, and continues to generate images of the “exotic,” including those of paradise, threatened ecologies, or “disappearing” cultures. This course will introduce you to the geography, societies, histories, cultures, and contemporary issues of Oceania, and its direct and indirect links to the United States and the larger world. Many of the Pacific Islands – such as Hawaii, Samoa, and Guam – have ongoing and formal political ties to the US. Others, like Tonga and Fiji have strong indirect relationships, and continue to be shaped by US policies, practice, and culture. This class combines lectures and discussions that emphasize Pacific Islander perspectives and experiences. It examines concepts that draw upon a wealth of knowledge and experiences across the region, allowing you to become more familiar with both the differences and connections among the islands of Oceania. In this course we will be concerned with the experience of indigenous communities, representations of the Pacific generated inside and outside the region, and Pacific Island migration to the US in a transnational context.

No prerequisites required.
This course combines approximately 120 hours of instruction, activities, and assignments for 4 credits.

DIFFERENCE, POWER, AND DISCRIMINATION OUTCOMES
ES260 “Introduction to Pacific Islands Studies” fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

By the end of the course students successfully completing the course will have the ability to:
1. Explain how difference is socially constructed.
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

COURSE-SPECIFIC LEARNING OUTCOMES
By the end of the course students successfully completing the course will have the ability to:
1. Locate and name the island groups, geographic regions, and political ‘mapping’ of Oceania.
2. Discuss contemporary social, political, economic, cultural, and environmental issues and dynamics of indigenous Pacific Islander communities, rural and metropolitan.
3. Discuss histories of cultural encounter, innovation, struggle and other significant themes in indigenous, colonial, and postcolonial histories of the Pacific Islands.

COURSE REQUIREMENTS
Active participation through contributions to class discussion is important (10%). The remaining 90% of your grade will consist of a map quiz (5%), midterm exam (30%), film responses (10%), class presentations (15%) and a final exam (30%).

Required Readings
Required readings will be available for purchase and download. See reading list.

Maps
This course will introduce students to the political geography of the Pacific. Pacific maps are available online at: http://www.hawaii.edu/cpis/PacificMaps.htm.

Student Conduct
All students are required to be familiar with the student conduct code. Please review the guidelines if you are not sure about your responsibilities as a student. Students violating the student conduct code will be reported to the Office of Student Life, and may fail this course. http://studentlife.oregonstate.edu/studentconduct/offenses-0

Student Assessment
Students will be graded on the following assignments, and using the scale below.

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class discussion</td>
<td>10%</td>
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<tr>
<td>Map Quiz</td>
<td>5%</td>
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<tr>
<td>Midterm Exam</td>
<td>30%</td>
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<tr>
<td>Film Responses</td>
<td>10%</td>
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<tr>
<td>Class presentations</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>TOTAL</td>
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<tr>
<th>Grade</th>
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<tbody>
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<td>A</td>
<td>93.1-100</td>
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<tr>
<td>A-</td>
<td>90 – 93</td>
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<tr>
<td>B+</td>
<td>87 – 89.9</td>
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<tr>
<td>B</td>
<td>83.1 – 86.9</td>
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<tr>
<td>B-</td>
<td>80 – 83</td>
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<tr>
<td>C+</td>
<td>77 – 79.9</td>
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<td>C</td>
<td>73.1 – 76.9</td>
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<td>C-</td>
<td>70 – 73</td>
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<td>D+</td>
<td>67 – 69</td>
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<td>D</td>
<td>63.1 – 66.9</td>
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<td>D-</td>
<td>60 – 63</td>
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<tr>
<td>F</td>
<td>0 – 59.9</td>
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Class discussion: Students will be graded on how effectively they engage in class discussion during every course session. Students must prepare questions about assigned readings, quotes for further examination, and make connections across reading materials/films. Discussion points will require that students locate and describe historical and contemporary examples of how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, have resulted in discrimination for Pacific Islanders. Students will receive a score of either 1 or 0 for each week.

Map Quiz: Students will be graded on the ability to locate and identify Oceania. The quiz will require correct identification of island groups and geographic regions. The map quiz will also require students can draw the political ‘mapping’ of Oceania, thus demonstrating an understanding of the pressures of globalization and the responses of Pacific communities today. Each of the five (5) mapping components will be worth 1 point.

Midterm Exam: The midterm will consist of two (2) essay prompts. Student essays must draw upon the course materials effectively explain and illustrate the histories of cultural encounter, innovation, struggle and other significant themes in indigenous, colonial, and postcolonial histories of the Pacific Islands. Each question will be worth 15 points, for a total of 30 points.

Film Responses: Students must complete 1-2 page film responses for each of the nine (9) assigned films, and one (1) located by independent research. Film responses must illustrate student understanding of the contemporary social, political, economic, cultural, and environmental issues and dynamics of indigenous Pacific Islander communities, both rural and metropolitan. The papers will also be graded on how well they analyze the ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, in relation to difference, power, and discrimination in the United States. Students will receive a score of either 1 or 0 for each response.

Class Presentations: Students will lead class discussion ("present") once during the term. Presentations will be graded on student preparation for leading discussion, using the required weekly discussion criteria above. 15 points.

Final Exam: The final exam will consist of two (2) essay prompts. Student essays must draw upon the course materials effectively explain and illustrate the histories of cultural encounter, innovation, struggle and other significant themes in indigenous, colonial, and postcolonial histories of the Pacific Islands. Essays must also demonstrate an understanding of how difference is socially constructed. Each question will be worth 15 points, for a total of 30 points.

STATEMENT REGARDING STUDENTS WITH DISABILITIES
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.
COURSE OUTLINE

I. INDIGENOUS PACIFIC
Weeks 1-2

Geography & Origin Stories:
Map Exercise and “virtual tour” the Pacific Islands
Reading: Kiste, “Pre-Colonial Times” (406-434).

Navigating Oceania: Migration & Settlement
Film: Pap Mau

Envisioning Oceania:
Reading: Hau’ofa, “Our Sea of Islands” (27-40)
MAP QUIZ

Genealogy, Land and Indigenous Epistemologies
Gegeo, “Cultural Rupture and Indigeneity: (Re)envisioning Place” (491-507)
Film: Then There Were None (26 min)

II. IMPACTS OF COLONIALISM & DECOLONIZATION
Weeks 3-4

Imperialism and U.S. Racial Formations:
Reading: Trask, “Imperialism and Native Self Determination” (1–19).

The Nuclear Pacific:
Reading: Barker, “Bravo for the Marshallese” (1-32).
Film: Radio Bikini

U.S. Empire and Militarism:
Film: Wayfinders: A Pacific Odyssey

Resisting Militarism:
Reading: Osorio, “Recognizing Warriors” (3-14).
Film: Noho Hewa: The Wrongful Occupation of Hawai‘i

Decolonizing the Pacific:
Reading: Wendt, “Towards a New Oceania” (9-19);
Hereniko, “Indigenous Knowledge and Academic Imperialism” (78-91).
Decolonizing Pacific Studies:
Reading: White and Tengan, “Disappearing Worlds” (381-416);

MIDTERM EXAM
Week 5

III. “DEVELOPMENT,” TOURISM & GLOBALIZATION
Weeks 6-7

Pacific Globalization Agenda:
Film: Since the Company Came

Ironies of “Development”:
Reading: Hau’ofa, Tales of the Tikongs (1-56).

Pacific Cultural Tourism:
Suggested Reading: Gonzales, Consuming “Polynesia” (191-216).
Film: Cannibal Tours

Political Economies of Tourism
Reading: Helu-Thaman, “Beyond Hula, Hotels and Handicrafts” (104-111);

IV. (RE)IMAGINING OCEANIA: THE PACIFIC DIASPORA
Weeks 8-9

Migration and Diaspora:
Reading: Small, “Voyages: From Tongan Villages to American Suburbs” (3-29).

Travel Stories:
Readings: Small, “Voyages: From Tongan Villages to American Suburbs” (30-49).
Ka’ili, “Tauhi va: Nurturing Tongan Sociospatial Ties in Maui and Beyond” (83-114).

Globalizing Pacific Identity
Reading: Hau’ofa, “The Ocean in Us” (41-59).
Film: Young, Gifted and Samoan (23 min).

Sporting Indigeneity:
Film: In Football We Trust
REVIEW LIST


FILMOGRAPHY

Cannibal Tours (1987) by Dennis O'Rourke. A film by Dennis O'Rourke. Los Angeles, California: Direct Cinema Ltd. (77 min).
In Football We Trust (2015) by Tony Vainuku and Erika Cohn. IFWT Productions. Salt Lake City, UT. (87 min).
Then There Were None (1996) by Elizabeth Lindsey. Produced by Pacific Islanders in Communication (26 min).
Young, Gifted and Samoan (2008) by Dionne Fonoti. San Francisco, CA (23 min).