

History 189E
Spring 2000

Snidecor 1649
Tuesdays and Thursdays, 9:30-10:45

History of the Pacific

Instructors

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Office Hours

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Course Objectives

1. Introduce the student to the histories and cultures of Pacific Island peoples, at home in the Pacific and in the diaspora.
2. Help the student to think comparatively and analytically about the patterns of social structure and culture that have framed the experiences of Pacific Islander Americans.
3. Help the student understand the causes and longterm effects of colonialism.
4. Add to the student's capacity to read, listen, and view analytically, and to think, write, and speak critically, about matters of substantial personal, social, and political importance.

Course Credit

This course is offered for upper-division History Department credit. It fulfills the General Education E-2 Non-Western Requirement and the Writing Requirement. By petition, it may be counted for credit in Asian American Studies. Not open to students who have received credit for Asian American Studies 150.

Required Texts

Tom Davis, *Vaka: Saga of a Polynesian Canoe*

Patricia Grace, *Potiki*

Robert F. Rogers, *Destiny's Landfall: A History of Guam*

Cathy A. Small, *Voyages: From Tongan Villages to American Suburbs*

Paul Spickard and Joanne Rondilla, *Pacific Diaspora: Readings on Pacific Islander Americans*

Ronald Takaki, *Pau Hana: Plantation Life and Labor in Hawai'i*

All except *Pacific Diaspora* should be available for purchase in the UCen Bookstore. They should also be on reserve in the library. *Pacific Diaspora* is available for purchase at Grafikart in Isla Vista. Other assigned articles are included in a course reader that is available for purchase at Grafikart.

Recommended reading: Donald Denoon, ed., *The Cambridge History of the Pacific Islanders*

Schedule of Topics and Reading Assignments

Week One (April 3-7)

Introduction to the course

Approaches to Pacific history

The peopling of the Pacific

Precontact systems: farming and fishing, government, family, religion

Read: Epeli Hau'ofa, "Our Sea of Islands"

K. R. Howe, "In the Sea's Eye"

Davis, *Vaka*, entire

Week Two (April 10-14)

Discovering outsiders: first encounters, European and American images

Growing foreign influence

British, German, French, Spanish, and American incursions

Trading, missionaries

Political restructuring and consolidation in Hawai'i and Fiji

Plantations, mining

Depopulation

Read: Spickard and Rondilla, *Pacific Diaspora*, chapter 3, "Colonial Encounters"

Rogers, *Destiny's Landfall*, chapters 1-3

Takaki, *Pau Hana*, prologue to chapter 4

Film: *First Contact*

Week Three (April 17-21)

Formal colonialism

The invention of the native

Politics of colonial administration: French Polynesia, Hawai'i, Guam

Economics of colonialism

World War II in the Pacific

Read: Rogers, *Destiny's Landfall*, chapters 4-11

Takaki, *Pau Hana*, chapter 5 through epilogue

Hugh Laracy, "World War II"

Films: *Hawai'i's Last Queen*

Cry the Forgotten Land

Paper topics due

Week Four (April 24-29)

Neocolonialism

The United States, Australia, New Zealand, Japan, and Britain in the Pacific

Nuclear politics

Tourist economics

Read: Rogers, *Destiny's Landfall*, chapters 12-15

Noel Kent, "A Tourism Society"

Konai Helu-Thaman, "Beyond Hula, Hotels, and Handicrafts"

Stewart Firth and Karin von Storkirch, "A Nuclear Pacific"

Film: *Troubled Paradise*

Bikini Atoll

Note: Paul Spickard will be in Hilo, Hawai'i, April 25-May 1 for the Merrie Monarch Hula Festival.

Week Five (May 1-5)

Midterm Exam

Migrating around and out

Identity in the diaspora

Migration within the Pacific, to New Zealand, to the United States

Read: Spickard and Rondilla, *Pacific Diaspora*, chapters 1-2, 4-6

Film: *A Chief in Two Worlds*

Week Six (May 8-12)

Issues among the Pacific diaspora

Family and community

Gender and sexuality

Health and social services

Read: Spickard and Rondilla, *Pacific Diaspora*, chapters 8-11

Small, *Voyages*, entire

Film: *Paradise Bent*

Tatau: What One Must Do

Paper outline and bibliography due

Week Seven (May 15-19)

New nationalisms, cultural and political

Hawai`i, Guam, Cook Islands

Read: Spickard and Rondilla, *Pacific Diaspora*, chapter 12

Film: *Sacred Vessels: Navigating Tradition and Identity in Micronesia*

Week Eight (May 22-26)

New nationalisms

Aotearoa, Federated States of Micronesia, East Timor

Read: Grace, *Potiki*, entire

Film: *Once Were Warriors*

Week Nine (May 29-June 2)

Research paper due

Student Reports

Week Ten (June 5-9)

Student Reports

Review and Evaluation

June 12, 8:00-11:00 a.m., **Final Exam**

Course Requirements

Note: You must complete **all** the course requirements to earn a passing grade for the course.

1. You are expected to spend at least **eight hours** outside of class each week preparing for class sessions. Note that some days have considerably more reading assigned than others. It is the student's responsibility to plan ahead and be prepared.
2. Class **attendance and participation**.
3. **Readings** completed before the class period for which they are assigned. We reserve the right to give an unannounced quiz on any day's reading assignment.
4. **Take-home midterm exam**, due at the beginning of class the week of May 1-5.
5. **Final take-home exam**, due June 12, 8:00 a.m. There will be a final oral experience lasting until 11:00 a.m.
6. **Research paper** (10-12 pp.) due week of May 29-June 2 at the beginning of class. You may write on any subject within the purview of this course, but you must secure the permission of the instructors **before** beginning to write. Papers must be typed and fastened with a single staple. Non-sexist language will be used.
7. **Oral report** (10 minutes maximum! don't go overtime!) on the subject of your research paper, in class during weeks 9-10.
8. **Course evaluation**, completed in class near the end of the term.
9. **Self evaluation**, due on a separate sheet of paper at the same time as your final exam. On one side of one sheet of paper, write or type your name; assign yourself an advisory grade; and tell us, in terms of the course objectives, course requirements, grade definitions, or other issues you believe pertinent, why you should have that grade. We do not promise to give you that grade, but we do promise to read your self evaluation and take it seriously.

Course Grades

Broadly speaking, this is how we view each of the following grades:

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| A | You did everything we could possibly ask of you, and you did it extremely well. You worked very hard, learned a great deal, and showed conspicuous intelligence. The quality of your work was outstanding. |
| B | You did all the work, and you did it well. You worked hard and learned a good deal. The quality of your work was good. |
| C | You did all the work. It is clear that you learned a number of things, though those things may not hang together in a systematic and critical understanding of the course material. The quality of your work was adequate. |

- D** You did most of the work, including all the major course requirements. You may have learned some things, but it is not clear that you learned anything important. The quality of your work was less than adequate.
- F** You have demonstrated an obstinate ignorance. You did not complete the course requirements. You have proved unwilling or unable to do college level work in this subject area.

Considerations in Grading

The following are some aspects of learning that strike us as important. They will go into the grade we give you. These factors are listed in roughly descending order of importance. If you think any criteria should be added or deleted in your case, please speak to us.

1. How much we believe you learned in this class.
2. Objective quality of your written work. We are interested less in how many facts you can recall than in how well you think, how you put together concepts, how you express them on paper.
3. Your oral contributions in class.
4. How hard you worked.
5. Your involvement in the class as a community—how much you helped other class members.

While the above paragraph describes how we will arrive at your grade, we find students frequently want to know how we view the relative weights of the various course requirements. *Very roughly*, we see them about like this:

Attendance and participation	20 %
Midterm exam	20
Research paper	30
Oral report	10
Final exam	20

We reserve the right to adjust the percentages in individual cases so that each student's final grade will best reflect our judgment of how much she or he has learned in this course.

Course Policies

Policy on Late Papers and Exams

No late assignments or makeup exams will be allowed, unless an emergency arises that is beyond the student's control. A plane ticket or a ride home is not an emergency beyond the student's control.

Rule of Courtesy and Engagement in Scholarly Discourse

In this course, we will be discussing complex issues about which many people have passionate feelings. We must be intellectually open to perspectives that may conflict with our presuppositions. It is essential that we treat each other's opinions and comments with courtesy and respect, even when they diverge from our own. We must avoid personalizing our disagreements and turning them into attacks on the character of our colleagues. Rather, we must develop a culture of civil argument, where every person has the right to be heard and taken seriously, where all positions have the right to be defended or challenged in intellectually reasoned ways.

Coming in late, leaving early, and talking privately with neighbors during lectures and discussions are signs of disrespect for one's fellow students, the instructors, and the course materials. As part of the rule of courtesy and engagement in scholarly discourse, students will be required to remain respectful toward all members of the class. Everyone must accept this standard of courtesy in discourse in order to remain in this course.