ES 320: HAWAI'I AND THE PACIFIC (HAP/WI):
ENGAGING U.S. MILITARISM AND EMPIRE
FALL 2012 • George 301 • TR 1:30-2:45 pm • Website: https://laulima.hawaii.edu/portal
Instructor: Ty P. Kāwika Tengan
Office hours: George 308, Tue 3:00-4:00 or by appointment (ttengan@hawaii.edu; 956-5144)

This course critically examines the processes of U.S. colonial militarization in Hawai‘i and the Pacific/Oceania, with a focus on 20th and 21st centuries. Though typically perceived as small, isolated, and relatively insignificant, Oceania’s sea of islands covers one-third of the globe. It is home to the United States Pacific Command (USPACOM), the country’s oldest and largest unified military command. Headquartered at Camp Smith on O‘ahu, its “area of responsibility” includes about half the earth’s surface. Islander participation in the present wars in Iraq and Afghanistan has been disproportionate. Hawai‘i ranks first among the 50 states in percentage of reservists called to active duty, and Pacific Islanders have the highest casualty rates among all ethnic groups. At the same time, groups of indigenous people and their allies have led the calls for demilitarization and decolonization. In this course we will examine these tensions of culture, politics and place as we re-imagine a Pacific/Oceania. We will focus especially on the ways that the forces of militarism have reshaped the Pacific Islands and its peoples, with a particular focus on Hawai‘i, Guam, Northern Mariana Islands, Marshall Islands, and American Samoa.

Classes will feature a number of guest lecturers and films. PDFs of readings will be posted on https://laulima.hawaii.edu/portal for download. A reader will also be available for purchase at the Professional Image by the second week of classes (2633 S. King St.; call first to order: 973-6599).

My philosophy towards teaching and learning sees all participants in the classroom as teachers-students and promotes active dialogue. Education and all forms of knowledge sharing need to be liberating, empowering, and applicable to daily life outside of the classroom. Students will attend class regularly and actively participate in discussions; any more than three non-health related or otherwise excused absences or tardies will result in a deduction of your attendance grade; failure to demonstrate preparedness to engage in class discussions (or you didn’t do the readings) will result in a deduction of your participation grade. There will be a map identification quiz on the Pacific Islands on September 6. Throughout the course, students will write four 2-3 page short essays responding to readings and topics covered in the various sections. Topics for these essays will be given at the beginning of each section. We will workshop your first essay in class on September 1, with focus on grammar, style, and content. Students will also complete five short 1-2 page film response essays that will be due the following class after the film is screened.

The final project (10-12 pages) will be an independent research paper, a summary/evaluation and journal of an service learning project (particularly the Mālama I Nā Ahupua‘a, Next Step, Pālolo Pipeline, or Micronesians United programs), or a transcribed oral history. Before the final draft, students will turn in a thesis statement and bibliography (9/25, revised by 10/16) and rough draft (11/15). In the last 3 classes, students will give 10 minute oral presentations on and submit their final papers.

Extra credit opportunities will be announced throughout the semester and require attendance and a 1 page summary reaction paper to be turned on the next class meeting following the event. Students may receive 1 point for each write-up, and a total of 5 points (1/2 grade) overall. Grading breaks down as such:

<table>
<thead>
<tr>
<th>Attendance/Participation</th>
<th>5 pts</th>
<th>Final project thesis statement (2-3 page):</th>
<th>5 pts</th>
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<tr>
<td>Map quiz:</td>
<td>5 pts</td>
<td>Final project first draft report:</td>
<td>5 pts</td>
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<tr>
<td>Essays (4x10):</td>
<td>40 pts</td>
<td>Final project presentations:</td>
<td>5 pts</td>
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<tr>
<td>Film responses (5x2)</td>
<td>10 pts</td>
<td>Final project write-up (10-12 pages):</td>
<td>25 pts</td>
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<td></td>
<td></td>
<td>TOTAL:</td>
<td>100 pts</td>
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ES 320 HAWAI‘I AND THE PACIFIC FALL 2012 COURSE OUTLINE (SUBJECT TO CHANGE)

I. HAWAI‘I AND OCEANIA: HISTORY AND MEMORY
R 9/6: Bases of Empire. Lutz (2009). **Essay 1 due in class.**

II. U.S. EMPIRE AND MILITARISM: HAWAI‘I
R 10/4: Discussion. **Essay 2 due in class.**

III. U.S. EMPIRE AND MILITARISM II: OCEANIA

IV. SPORTING EMPIRE
R 11/1: From rainbows to warriors. Tengan and Markham (2009).
T 11/6: ELECTION DAY—NO CLASS.
http://www.youtube.com/watch?v=8iYNlbbkC_g
R 11/15: NO CLASS. **Project rough drafts due via email.**
R 11/22: Thanksgiving/La Kūʻokoʻa Holidays

V. FINAL PROJECTS
T 11/27: Finalize writing on final projects. Meet in class to exchange, critique, and comment on papers.
R 11/29, T 12/4, R 12/6: **Final presentations**, class evaluation, conclusions.
**FINAL PROJECTS DUE 12/6.**
REFERENCES

Camacho, Keith L. and Laurel A. Monig

Chappell, David A.

Diaz, Vicente M.

Dvorak, Greg

Ferguson, Kathy E. & Turnbull, Phyllis

Ferguson, Kathy E. & Turnbull, Phyllis

Hanlon, David

Hasager, Ulla, and Marion Kelly

Hau’ofa, Epeni

Hokowhitu, Brendan

Kajihiro, Kyle

Lutz, Catherine

Lutz, Catherine

McGregor, Davianna Pōmaiaka‘i

McGregor, Davianna Pōmaiaka‘i

Osorio, Jonathan Kamakawiwo'ole


