

ES320 Syllabus Spring 2014**ES320: HAWAI'I AND THE PACIFIC - SPRING 2014**

Ethnic Studies Department, University of Hawai'i at Mānoa

THE COURSE

ES 320 (001) SPRING 2014. CRN 85455. TR 10:30-11:45 am. WEB 104. 3 credits. Fulfills general education requirements for writing intensive and Hawaiian-Asian-Pacific issues.

Ethnic Studies 320 deals with the Pacific Island Nations, taking its point of reference and comparison in Hawai'i as part of the Pacific region. Through a series of case studies of environmental, economic, cultural and political change, the course will investigate issues of continuing importance to the Pacific. These issues will include use and control of land and resources, environment and development, climate change, sustainability, as well as identity issues, colonialism and decolonization processes.

The approach to this study of changing Pacific societies is interdisciplinary and holistic, integrating research methods and theories from history, anthropology, political science, natural sciences, and economics. Overall, the course aims at deepening the understanding of the historical and contemporary problems of the Pacific region in the global context. You will 1) gain experience in writing, research (including field research), presentations and class discussion; 2) be introduced to interdisciplinary inquiry and, including electronic research tools; 3) be encouraged to practice critical thinking; and 4) become familiar with the study of political and economic development using historical-anthropological methodology.

The teaching method is interactive and will involve student experience, lectures, guest speakers, films, and community interaction, where possible. It is a full 3-credit, upper-division course and therefore carries a substantial workload.

READINGS

Barker, Holly M. (2013): *Bravo for the Marshallese: Regaining Control in a Post-Nuclear, Post-Colonial World*. Belmont: Thomson/Wadsworth. 2nd ed.

Bautista, Lola (2010) *Steadfast Movement Around Micronesia. Satowan Enlargements beyond Migration*. Lanham: Rowman & Littlefield Publishers.

Hau'ofa, Epeli (2008): *We are the Ocean. Selected Works..* Honolulu: University of Hawai'i Press.

Howes, Craig, and Jon Osorio (2010): *The Value of Hawai'i - Knowing the Past, Shaping the Future*. Honolulu: University of Hawai'i Press.

Silva, Noenoe (2004): *Aloha Betrayed. Native Hawaiian Resistance to American Colonialism*. Duke University Press.

Online resources (posted or linked on the Laulima site under [Resources](#)).

THE INSTRUCTOR: Ulla Hasager, Ph.D., Ethnic Studies Department, University of Hawai'i at Mānoa. Mail: 2560 Campus Road; George Hall 301, Honolulu, Hawai'i 96822. E-mail: ulla@Hawaii.edu. Ph.: (808) 956 4218 (w), 330 1276 (h/c); fax 956 9494 (w). Office: George Hall 305. Consultations Mondays-Thursdays 1-5 pm, and by appointment.

REQUIREMENTS**1. Class participation in discussions and group work, including minor assignments. Grade value 35%**

Attendance/participation is measured through active participation in discussions, group projects, blogs, and other minor assignments (such as map tests, research projects, outside hearings and lectures, etc.), when given. High quality and well-documented discussion is expected based primarily on research, class work, and the reading materials.

2. Three reaction papers on assigned readings. Total grade value 15%.

A total of three reaction papers to specific assigned readings are due on or before 1/30 (Silva 2004), 2/13 (Bautista 2010), and 2/27 (Barker 2013) respectively. Each paper must be about a 1000 words long and include proper citations. A paper should summarize the main points in the reading in one or two paragraphs followed by an analysis and discussion of the ideas presented by the writer. This assignment trains critical analysis and academic writing and is a partial fulfillment of the writing intensive requirement. The grade will reflect your personal improvements in writing skills during the semester, rather than your actual level of writing.

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3. Semester project - a semester-long activity: total grade value 40%. There are two options:

- Option A. Research, resulting in an academic research essay and a presentation
- Option B. Research in combination with service learning, resulting in journals, a brief reflective essay, and a presentation

Please choose option 3A or 3B and submit proposal by 1/23. We will continue to work on a good topics on a one-by-one basis via the pm system for the research and/or service-learning activity.

A preliminary outline and workplan, including a preliminary, annotated bibliography, is due 2/20.

The presentation (for both option A and B) must include a short explanation of the context and relevance of the topic, but must focus on the results of the research/service-learning experience. It should be in the form of a PowerPoint presentation or illustrated lecture (other arrangements can be made, if you have the technical skills for more advanced forms). The peer-reviewed presentations should take approximately twenty minutes and will be scheduled during April-May - according to your topics. Points earned depend on delivery and focus of the presentation.

Your final paper is due 4/29 (Laulima assignment slot: #3).

Specific to option A, research resulting in an academic essay (30%) and a presentation (10%): The research project must be original and include written sources as well as fieldwork, if possible. The research must be focusing on a Pacific area OTHER THAN Hawai'i, and deal with a specific sub-theme of a topic covered by the syllabus. Remember that good research is driven by genuine interest and that the topic for your research project must be approved by me. The final academic essay should be an approximately 4000 words write-up of the research. It must have (1) a title; (2) an introduction; (3) a body: presentation and analysis of data (with sub-headings organizing and citations documenting the information provided); (4) a conclusion/summary, clearly identified; (5) end or foot notes where needed; (6) a list of sources used of minimum six highly credible academic references, four of which must be to sources different from the class readings; and (7) maps and other relevant illustrations. You are welcome to submit a draft of the final paper (no later than 4/22), which I will read and comment on (not graded).

Specific to option B, service-learning activity combined with research and field work, daily journals, and resulting in a final reflective essay and a presentation. Grade value 30% for the activity/research/journals, and 10% for the presentation: Service learning (SL) requires service (including mandatory orientations and reflection sessions that some service sites or programs require) for a total of about 25 hours during the semester (required number of hours vary from program to program). A detailed description of projects available on O'ahu and approved for this class will be provided. See description of many of the available programs and projects and find the necessary forms on the College of Social Sciences' website: <http://servicelearning.socialsciences.hawaii.edu>. Further instructions in field research and journal writing will follow. The service must be planned and contacts initiated with the community by 1/30.

Journals: An electronic journal must be kept to record and reflect on the experience of the service-learning project and on how it relates to the topics we discuss in class. Books, videos and other sources must be consulted to research the context and significance of your service-learning experience in relation to our course focus. The final essay must be an essay, c. 1500 words long, describing and reflecting on your service-learning experience and its significance to (1) the topic of our course, (2) the community, and (3) yourself. It is due 4/29. You are welcome to submit a draft of the final paper (no later than 4/22), which I will read and comment on (not graded).

4. Final exam, grade value 10%

The final exam, which is a brief, in-class closed-books exam takes place during finals week. Required for grade. Study guide will be provided.

Participation and fulfillment of all assignments are required. There may be a penalty for late assignments. It is possible to earn extra credits for assignments devised in consultation with the instructor.

A NOTE ON ACADEMIC WRITING: The course is writing intensive. This means that it is important for you to practice and improve your writing skills. Reaction papers, essays and written questions will therefore be corrected and graded not only for the factual content, but also for editorial, spelling and grammatical proficiency. The texts will furthermore be edited according to academic requirements for social science texts. Study these corrections and learn from them! Improvement in writing is expected. Otherwise, writing assignments will be marked down. It is legitimate and sometimes useful to refer to works and ideas of other authors in academic writing. But you must make available the complete reference: the author, work in question, edition and page(s), whether you are quoting directly or just referring to another author's ideas. Direct quotes must be justified in order to make a certain point of argument. They must be marked with quotation marks and follow the original literally to the point of even repeating spelling mistakes. Clearly mark omissions or additions. If these

for the factual content, but also for editorial, spelling and grammatical proficiency. The texts will furthermore be edited according to academic requirements for social science texts. Study these corrections and learn from them! Improvement in writing is expected. Otherwise, writing assignments will be marked down. It is legitimate and sometimes useful to refer to works and ideas of other authors in academic writing. But you must make available the complete reference: the author, work in question, edition and page(s), whether you are quoting directly or just referring to another author's ideas. Direct quotes must be justified in order to make a certain point of argument. They must be marked with quotation marks and follow the original literally to the point of even repeating spelling mistakes. Clearly mark omissions or additions. If these rules are not followed, the writer will be stealing and using the ideas and writings of another as his own - which is the definition of plagiarizing, according to Webster's II New Riverside University Dictionary (Boston: The Riverside Publishing Co. 1988:898). Plagiarism is forbidden by the policy of the University of Hawai'i at Manoa and students caught in plagiarism will automatically fail the course.

THE LAULIMA INTERFACE: <https://lulima.hawaii.edu/portal/relogin> - Lulima works best on Firefox. Use your regular UH user id and password to log in. Here on the Lulima site, you will find a copy of this syllabus, the class schedule, and detailed assignment descriptions. Any changes to the schedule and assignments will also be posted here.

Names of attached files **MUST** follow the following format: 320sp14_[assignmentID]_[your first name and last initial if needed]. For instance, if I were to submit my final semester-project paper (3) online, I would name the file 320sp14_3_Ulla.docx. Please use commonly available software (such as Word or pdf) and remember to always put your name and class at the top of the first page.

Use the [mailtool](#) for electronic communication. It allows us to recognize and reply to our messages in the context of this course.

PRELIMINARY CLASS SCHEDULE

INTRODUCTION, week : Introduction to the class, online media, service-learning and research options, geography, culture and history of the Pacific. Theory and methods. Subsistence societies and changing economy.

THE HAWAIIAN EXPERIENCE, weeks 2-4: The traditional society and its transformation as part of the global economy, changes in culture, language, land use and control, foreign investment and immigration, public policy and political and social organization, including politics of identity, decolonization and self-determination.

PACIFIC AREAS AND ISSUES (including case studies), weeks 5-12. Between independence and dependency: history, culture, and contemporary situation of selected Pacific Island nation-states. Military land use, nuclear colonialism; peoples, nation states and socio-economic change; development, resource control and environmental issues; decolonization and neo-colonialism. Migration patterns and examples of groups of Pacific peoples in the US and beyond. The experience of indigenous peoples of the Pacific with first world countries, including topics of land use and control, human rights and environmental rights. A number of nation-states and issues must be covered, but student interests and presentations are part of structuring this module.

THE PACIFIC REVISITED, weeks 13-16. Global political, cultural, ecological and economic changes in relationship to local and regional changes. Concluding remarks on theory and methodology in the study of the Pacific. Summary and final exam.