

PACIFIC ISLANDER AMERICAN EXPERIENCE
ETHNIC STUDIES 2590-001

Fall 2015 Tuesday and Thursday 10:45 – 12:00 P.M. (OSH 107)

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“Whatever we produce must not be a version of our existing reality, which is largely a creation of imperialism: it must be different, and of our own making. We should not forget that human reality is human creation. If we fail to create our own, someone else will do it of us” (Eveli Hau’ ofa. “A Beginning,” A New Oceania, 1993: 128-9).

This course is an interdisciplinary course that critically examines the historical and contemporary experiences of Pacific Islander (Moana/Oceanic peoples) Americans by navigating histories, poetry, music, and narratives in order to engage with some of the critical processes at work in the modern world. Through typically perceived as small, isolated, and relatively insignificant. Oceania’s sea of islands covers one-third of the globe, encompasses one fourth of the world’s languages, and is home o the most skilled navigators and voyages in the world. The Pacific has been an object of European/Western interest and fantasy since the earliest days of exploration, and continues to generate all kinds of exotic images both serene and savage, whether of paradise, of “disappearing” cultures, or threatened ecologies. Perhaps more than any other region of the globe, the Pacific has been “experienced “ beforehand through the image-making of Hollywood, television, advertisement, European Explores, non-Pacific Islander scholars and missionaries. These fantasies continue to reflect Western desires and discourses but have very little to do with how most Pacific Islanders live their lives today whether in the Islands or in the Diaspora. In this course we will be concerned with the experiences of both immigrant and indigenous Pacific communities. We will explore in depth the representations of the Pacific generated inside and outside the region. We will focus on the ways that individuals come to see, know, enact, and practice their membership in larger collectiveness that are both institutionally and self-defined along the lines of race, ethnicity, culture, language, gender, class, land, religion, politics and nation.

Due to the enormous amount of the diversity of cultures within the Pacific Islands we will explore general themes that impact all Pacific Islanders, but with a specific focus on the experiences of those who represent the largest Pacific Islander populations in the United States, which are namely: *Tongans, Samoans, Hawaiians and Māori’s*. This course is designed similar to a reading and research seminar. Thus we will focus on theory and analysis rather than reporting and memorizing. You will be required to complete all the readings and participate in class discussion. Please keep in mind that you will not succeed in this course unless you attend class, keep up with all the reading assignments, turn in your work on time and study effectively for exams.

Our classroom must be a dynamic one, which would allow for both intellectual and personal growth, and must be open to having its boundaries pushed and developed by its students. It is my hope that as a class we will be able to speak from within, rather than from outside or above systems that have privileged and valued certain populations and marginalized others by virtue of race/ethnicity, national origin, class and gender, for we are all part of a system of oppression. Remember the focus is on the experiences and the treatment of Pacific Islander Americans in the United States primarily **from the multiple perspectives of Pacific Islanders**. There are times when you may disagree with the perspectives that are presented, and you may be uncomfortable with some of the information and discussions. However, the purpose of this class is to come to a better understanding of the diverse experiences of Americans, specifically those of Pacific Islanders and the complexities of their experiences. Your thoughts and perspectives are important, respected, and valued, and having them shared with the rest of the class is crucial to the learning that is expected to take place in class. The richness and diversity of discussions will depend on the collective class to both respect the right of others to express views and practice rigorous (but worthwhile) self-reflection.

Some of the writings, lectures, films. Or presentations in this course include material that some students may find offensive. Please review the syllabus carefully to ensure that the course is one that you are committed to taking. If you have any concerns, please discuss it with me at your earliest convenience.

COURSE POLICIES/REQUIREMENTS:

Required Text:

To help students save a considerable amount of money as well as the variety of reading material that will be utilized in this course **all required readings will be available on Canvas**.

Assignment/Exam Policy

LATE WORK WILL NOT BE ACCEPTED! Make up Exams will only be given for documented, excused absences and the request must be made before the exam. It is crucial that you make a copy of every assignment before you submit it to the Professor. Keep returned copies of all graded assignments until you have received your final grade and are satisfied with it.

Classroom Attendance

Regular attendance is MANDATORY and crucial in order to fully maximize the outcome of student learning. **Roll will be taken every class period.** It is expected that you will be in class on time and remain in class the entire time. Your grade will be **lowered 10%** after the equivalence of one week of unexcused absences (missing more than 2 class periods unexcused). For every 3 times you are late to class, it will be counted as one unexcused absence.

Much of the material in the lectures and discussions are supplemental to the readings. If you miss class **you** are responsible for obtaining the material and any other information you missed from a classmate, as it may not be in your reading. If an emergency situation occurs students are encouraged to **contact the Professor immediately**.

Class Participation

Much of what we do in the class requires us to reflect on the implications of the material we read and discuss. To do this, you will need to be in class, be prepared to participate in each class, and complete all assignments on time. Class participation includes attendance and punctuality, actively listening, reading of all required articles and chapters, and thoughtfully contributing to the class dialogue, activities, and

group work. The syllabus identifies readings that should be completed prior to the class meeting for which they are assigned. **You will be asked to complete short in-class written exercises.** The exercises will occur throughout the semester, but will not be announced ahead of time. It is important to be in class when these exercises are assigned, as the **CANNOT** be made up.

Journal Entries

Check syllabus to see when you will need to post your journal entry. All journal postings **MUST** be posted onto CANVAS **before midnight** of the date that it is due and must be **2 paragraphs long** (4-6 sentences each) in order to receive full credit, any journal entries posted **after the due date will only receive half credit.** ...NO EXCEPTIONS!!!

Writing Assignments

You will be required to submit 2 essays (2 pages each) (***A more detailed announcement will be posted on CANVAS the third week of class.***).

Discussion Groups

Each student will be assigned to a group during the 2nd week of class. Get to know you group members, as you will be spending a considerable amount of time with them during our online group discussions and scheduled group discussions during class. This will also be the group members you will be working with for your final group project. Each week you will make a post in response to the question the professor will have posted relating to the topics and reading for that particular week. You will also have to respond to at least one of your group members. To receive full credit you will have to post both your own and a response to a group member **before class every Thursday**. Any postings after will result in only have credit.

Group Project

Each student is assigned to a group during the 2nd week of class. Get to know you group members, as you will be spending a considerable amount of time with them in preparation for your final group project/presentation. (***A more detailed announcement will be posted on CANVAS the 4th week of class which will describe the guidelines for the group project/presentation.***).

Exams

There will be a comprehensive Midterm and Final Exam

Quizzes

Quizzes will be given throughout the semester unannounced until the day of the quiz. All quizzes will focus on your assigned readings.

Grading Scale Based on Percentage of Total Points:

94-100	A	87-89	B+
90-93	A-	83-86	B
80-82	B-	67-69	D+
77-79	C+	63-66	D
73-76	C	60-62	D-
70-72	C-	Below 60	F

Student and Faculty Code

All (students and faculty) of us are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article 111 of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warning and progressing to dismissal from and class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Accommodations

If you will need accommodations in this class, please let us know in advance in order to make proper accommodations. You can also get directly in contact with the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020 to make arrangements. All printed information for this course can be made available in alternative format with prior notification to the Center for Disability Services.

COURSE SCHEDULE

*Syllabus scheduled to change based on the Professor and class needs

CLASS DATE	TOPIC COVERED TODAY IN CLASS	ASSIGNMENT DUE	READ BEFORE COMING TO CLASS
Week 1			
AUG 25 – Tues	Overview of class syllabus, course structure, requirements, and expectations.		
AUG 27 - Thurs	Where is Oceania and who are the Moana People? Pacific People Origins and Migration Theories	Log into Canvas and post on “check in” under assignments. <i>Due by Friday 11:59 pm on Canvas.</i>	Read: Dixon, R. <i>A New Theory of Polynesian Origins</i> Read: Soares, P. & et all: <i>Ancient Voyaging and Polynesian Origins</i>
Week 2			
SEP 1 - Tues	Kaivai “water eater” & the legacy of Pacific Island navigation.		Read: Salesa, D. <i>Finding & Forgetting the Way</i>
SEP 3 - Thurs	Who Owns Pacific History?	Discussion Group Post #1 <i>Due by Thursday 9:00 am before class on Canvas.</i> Journal Entry #1 Why is the question of “who owns pacific history critical for Pacific Islanders and non-Pacific Islander communities? <i>Due by Friday 11:59 pm on</i>	Read: Munro, D. <i>Who Owns Pacific History</i> Read: Fitisemanu, J. <i>Aua Ne’i Galo. Lest we forgot</i>

		<i>Canvas.</i>		
Week 3				
SEP 8- Tues	Colonization & Imperialism Cultural Evolutionary Model The Colonial Struggle Imperialism in the Pacific		Read: Tuhiwai-Smith, L. <i>Decolonizing Methodologies</i> Read: Trask, H. <i>Natives and Anthropologists: The colonial struggle</i> Read: Campbell, I. C. <i>Imperialism, Dynasticism & Conversion</i>	Ocea Epist
SEP 10 – Thurs				
Week 4				
SEP 15 - Tues	Decolonizing the land [physical colonization] Decolonizing the land [mental decolonization]		Read: Trask, H. <i>Lovely Hula Hands</i> Read: Hau’ofa, E. <i>The Ocean In Us</i>	
SEP 17 – Thurs	Political Movements in the Pacific Sovereignty, Self-Determination and Cultural Politics	Discussion Group Post #3 Due by Thursday 9:00 am before class on Canvas. Journal Entry #3 What are the differences between mental and physical decolonization? Due by Friday 11:59 pm on Canvas.	Read: the <i>Polynesian Panthers & the Dawn Raid Era</i> Read: the <i>Mau Movement</i> Read: <i>Tongan Pro-Democracy Movement</i>	
Week 5				
SEP 22 – Tues	Contemporary Pacific Islander Migrations and Pacific development		Read: Connell, J. <i>Paradise left? Pacific Island Voyagers in the Modern World</i> Read: Barcham, M. & et all: <i>New Polynesian Triangle: Rethinking Polynesian migration and development In the Pacific</i>	
SEP 24 - Thurs	Pasifika Scholar	Discussion Group Post #4 Due by Thursday 9:00 am before class on Canvas. Journal Entry #4 Why were the political movement in the Pacific	Read: Reading will be announced on Canvas (Selected Readings)	

		necessary and what would say was their greatest contribution? Due by Friday 11:59 pm on Canvas.	
Week 6			
SEP 29 – Tues	University of Utah General Career Fair Union Ballroom		
OCT 1 – Thurs	Pacific Islands in the Diaspora Pacific Cultural Identity in the U.S. Diaspora	Discussion Group Post #5 Due by <i>Thursday 9:00 am</i> before class on Canvas. Journal Entry #5 What are some of the factors that are driving Pacific Islanders to emigrate to the U.S.? How are these factors being met in the destination country and how does it affect the home country? <i>Due by Friday 11:59 pm on Canvas.</i> Essay #1 <i>Due by Friday 11:59 pm on Canvas.</i>	Read: Rynkiewich, M. <i>Pacific Islands Diaspora Studies</i> Read: Caneen, J. <i>Tourism and Cultural Identity: The Case of the Polynesian Cultural Center</i>
Week 7			
OCT 6 – Tues	Guest Speaker		Read: Bio posted on Canvas.
OCT 8 – Thurs	MIDTERM EXAM		Midterm Exam Review
Week 8			
OCT 13 - Tues	No Class – Fall Break		
OCT 15 - Thurs	No Class – Fall Break		
Week 9			
OCT 20 – Tues	Pacific Island Diaspora: Migration, Transnationalism & Remittances		Read: Selected Readings (will announce on Canvas)
OCT 22 – Thurs	Pacific Island Diaspora: Identity, Self-Segregation or Self Preservation	Discussion Group Post #6 Due by <i>Thursday 9:00 am</i> before class on Canvas.	Read: Ka’ili, T. <i>Ala I Sia ‘Ala ‘I Kolonga</i> Read: Wendt-Samu. T.

		Journal Entry #6 How does the Pacific epistemological understanding of va/space help explain the flow of remittances in the islands? <i>Due by Friday 11:59 pm on Canvas.</i>	<i>Revisiting the Pasifika Way</i>
Week 10			
OCT 27 – Tues	Pacific Island Diaspora: Language & Education		Read: Ka’ili, A. & Ka’ili, T. <i>Can we become Tongan without speaking Tongan</i> Read: Thaman, K. <i>Toward culturally inclusive</i>
OCT 29 - Thurs	Pacific Island Diaspora: Media (mis) representation ‘Deconstructing popular stereotypes	Discussion Group Post #7 Due by <i>Thursday 9:00 am before class</i> on Canvas. Journal Entry #7 How does the media misrepresentation affect Pacific Islanders self-identity in daily interactions? <i>Due by Friday 11:59 pm on Canvas.</i>	Read: Selected Readings (will announce on Canvas)
Week 11			
NOV 3 - Tues	Pacific Island Diaspora: Polynesian sports representation ‘Deconstructing popular stereotypes		Read: Selected Readings (will announce on Canvas)
NOV 5 - Thurs	Navigating in the New Pacific Islander Diaspora: Identity, Multiple identities and Aligning identities	Discussion Group Post #8 Due by <i>Thursday 9:00 am before class</i> on Canvas Journal Entry #8 How crucial is identity to academic achievement and having the ability to navigate society for Pacific Islanders in the diaspora?	Read: Uluave, M. <i>An American in Tonga</i> Read: L Small, Cathy <i>“Traditions”</i>
Week 12			
NOV 10 - Tues	Cultural Expression: Pasifika Hip Hop/Island Reggae Movement		Read: Henderson, A. <i>Gifted Flows....</i>
NOV 12 - Thurs	Cultural Expression: Kava drinking ceremonies	Discussion Group Post #9 Due by <i>Thursday 9:00 am before class</i> on Canvas	Read: Lynch, J. <i>Potent Roots and the Origin of kava</i> Read: Kava, Not Java Will

		Journal Entry #9 Which song, from today's lecture, stood out to you the most and why? <i>Due by Friday 11:59 pm on Canvas.</i>	this drink cost you your temple recommend?
Week 13			
NOV 17 - Tues	Cultural Expression: Indigenous music and dance in the diaspora	Discussion Group Post #10 Due by <i>Thursday 9:00 am before class</i> on Canvas Journal Entry #10 What is your understanding of the traditional significance and symbolism of kava drinking? Due by Friday 11:59 pm on Canvas.	Read: Martina, <i>Pacific Dance at Home and in the Diaspora</i> Read: Burrows, <i>Polynesian Music and Dancing.</i> Read: <i>Panel members' bios.</i>
NOV 19 - Thurs	Cultural Expression: Tatau Rituals	Discussion Group Post #11 Due by <i>Thursday 9:00 am before class</i> on Canvas Journal Entry #11 What is your understanding of the traditional significance and symbolism of tattoos and rituals? <i>Due by Friday 11:59 PM on Canvas.</i> Essay #2 - Due by Friday 11:59 pm on Canvas.	Read: <i>Tatau: An Ancient Polynesian Tradition</i> Read: Robinson, <i>The Commodification of Polynesian Tattooing: Change, Persistence, and Reinvention of a Cultural Tradition.</i>
Week 14			
NOV 24- Tues	Pacific Islander Panel Discussion		Read: Bios of panel members posted in Canvas.
NOV 27- Thurs	No Class – Thanksgiving Holiday Break		
Week 15			
DEC 1 - Tues	Day 1: GROUP PROJECTS/PRESENTATIONS	*Presentation outline/material for all groups* <i>Due on Canvas by Sunday, Nov 27th 11:59 P.M.</i> Group Evaluations due in class.	
DEC 3 - Thurs	Day 2: GROUP PROJECTS/PRESENTATIONS	Group Evaluations due in class.	

Week 16			
DEC 8 - Tues	Day 3: GROUP PROJECTS/PRESENTATIONS	Group Evaluations due in class.	
DEC 10 - Thurs	FINAL EXAM	Final Group Papers <i>Due on Canvas by Friday 11:59 P.M</i>	Final Exam Review Outline
Week 17			
DEC 15 - Tues	No Class		