ES 258
Introduction to Pacific Islander Studies

Dr. Lani Teves
Email: lteves@uoregon.edu

Description
Representations of the Pacific have been circulating in multiple discourses since the 16th century. Once regarded as the “anthropological mother lode of linguistic and cultural diversity,” the Pacific was seen as a natural laboratory for seemingly untainted human cultures and biological diversity. Often the field site of pioneering anthropologists, the Pacific and its peoples were actively studied throughout the 20th century and continues to influence perceptions of Pacific indigeneity by policy makers around the globe and Pacific Islanders themselves. In recent years, gender has become a popular lens through which Pacific Islanders’ historical and contemporary experiences have been analyzed and understood. This course will pay close attention to the workings of gender and sexuality in the Pacific, looking at the ways in which the varied histories of such encounters as colonialism, militarism, tourism, and contemporary feminism have shaped and have been shaped by particular gender relationships in the Islands. We will engage the history of representations—how Islanders have been portrayed and understood by both indigenous and non-indigenous cultural producers. Our focus on gender will be combined with a consideration of issues of race, power, and class. In-class lectures will provide broader context and demographic data on population growth, educational attainment, health, economic status, and climate change to assist students’ understanding of the various issues that affect Pacific Islander communities.

Course Objectives
• Map the three regions of the Pacific Islands; Question these distinctions
• Explain how colonialism transformed gender and sexuality in the Pacific and what such transformations reveal about foreign desires and anxieties.
• Articulate the multiple influences of migrations and how Pacific Islanders have maintained connections in the diaspora.
• Debate the creation of the API racial category, cite the pros and cons.
• Analyze the connections and differences between categories of race and indigeneity.

Course Materials
All other readings are available on the course site. Films available online may require a fee.

Assignments
Participation – 20%
Weekly Discussion Comments – 25%
Midterm – 25%
Final Exam – 30%

Participation – 20%
• Introduce yourself
• Tweet Jam
• Report Reaction

**Weekly Discussion Comments 25%**
To demonstrate that you are keeping up with the readings, students are expected to submit a weekly response in the “Discussion” section of Canvas. This response is due at the end of each week on Friday evening at 11:59 pm. These are informal responses that should be a minimum of 250 words. Responses should illustrate an engagement with the readings, attempting to relate the reading with previous weeks or things you would like to bring in from outside of class (e.g. blogs, news, songs, etc). Some of the readings are theoretical and difficult to understand. Use the discussion forum to work out an idea, solicit responses, and pose questions. Each entry is worth 1 point and is due weekly. If your response appears rushed or unthoughtful, I will reduce the amount of points.

**Midterm 25%**
The midterm will be given the second week of class. The midterm will consist multiple choice and short keywords definitions.

**Final Exam 30%**
Short answers, multiple choice, and essay. Essay will address the central question of the course: how has colonialism impacted Pacific Islanders? Student should craft their response focusing on a central theme, but are encouraged to draw from readings and films presented throughout the term.

**Grading Scale**

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<th>Grade</th>
<th>Score Range</th>
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<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>99-94</td>
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Note: To get an A+ in this class, in addition to completing all the course requirements, you must work to make the class better for your classmates.
Week of 6/22-6/26 – Centering Oceania

Key Terms: Colonialism, 3 Regions of the Pacific, Sea of Islands, Routes and Roots, Diaspora, Heteropatriarchy

- Videos: “Pacific Level-Up” Episodes 1-3

DUE:
1. Introduce yourself due 6/24 11:59 p.m.
2. Discussion post due 6/26 11:59 p.m.

Week of 6/29-7/3 -- Militarism in the Pacific & Diaspora

Keywords: Militourism, Nuclear Free Pacific, Territories to be Decolonized, International Declaration on the Rights of Indigenous Peoples

- “Native Hawaiians, Pacific Islanders Face Higher Rates of COVID 19.”
- Video: “Pacific Level-Up” Episode 4
- Film: A New Island: Marshallese in Arkansas
  http://www.aetn.org/programs/aneewisland
- Film: Insular Empire
- Film: Nuclear Savage

DUE:
1. Tweet Jam due 7/3/ 11:59 p.m.
2. Discussion post due 7/3 11:59 p.m.
3. Midterm exam due 7/5 11:59 p.m.

**Week of 7/6-7/10 – Stereotypes & Carcerality**


**DUE:**
1. Respond to Report (EPIC, Higher Ed report, see discussion post) due 7/10 11:59 p.m.
2. Discussion post due 7/10 11:59 p.m.

**Week of 7/13-7/17– Pacific Islands Feminism & Queering Oceania**

- Film: *Kumu Hina*

**DUE:**
1. Discussion post due 7/17 11:59 p.m.
2. Final exam due 7/19 11:59 p.m.

**Policies**

**Readings**
Reading for this course is fundamental. Reading closely and with precision. Without doing the reading, the in-class participation will not make sense. Reading will allow us to have more effective and informed discussions, so please keep up.

**Academic Integrity and Plagiarism**
Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is the student’s obligation to clarify the question with the instructor. Please contact me with any questions you have about academic conduct. Additional information about maintaining your academic integrity is available at integrity.uoregon.edu; information about a common form of academic misconduct, plagiarism, is available at [http://library.uoregon/guides/plagiarism/students/index.html](http://library.uoregon/guides/plagiarism/students/index.html).

**Late Work:**
Assignments and other work are due before or on the dates specified in the syllabus. Extensions or incompletes are only granted in the case of medical and personal emergency, which must be documented. You must notify me as soon as possible if you are experiencing an emergency that will prevent you from completing an assignment on time. Variations of the assignment requirements may be necessary for work that is late.

**Grade Disputes Policy**
Students that wish to dispute grades must do so in writing with thorough justification. Written grade disputes must be followed up with me during office hours. Disputes must be submitted to me at least twenty-fours in advance of an appointment. Please note that a dispute does not guarantee a better grade.

**Email**
Email is the best way to contact me, but please note that I will likely only respond to email between 9 a.m. – 6 p.m. M-F. When emailing me please make sure to note in the subject line what class you are in and what the email pertains to.

**Accommodations**
If you have specific physical, psychiatric or learning capabilities that require accommodations, please let me know early in the quarter so that your learning needs may be appropriately met. For more information or assistance, you are encouraged to contact the Accessible Education Center, [http://aec.uoregon.edu](http://aec.uoregon.edu).

**Harassment, Discrimination, and Sexual Misconduct**
The University of Oregon is committed to ensuring that all students have access to a
quality learning experience and the opportunity to pursue their academic goals in a safe, supportive, and inclusive learning environment. Any form of sexual harassment, sexual assault, relationship violence, and gender-based stalking and bullying is contrary to the community values of the institution. Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, and so on. As your instructor, I have a mandatory reporting responsibility and am required by law to share with the University any information regarding sexual misconduct or information about a crime that may have occurred on campus.

For more information about policies and resources or confidential reporting options, see the Office of Affirmative Action and Equal Opportunity: [http://aaeo.uoregon.edu/sexual-harassment-assault](http://aaeo.uoregon.edu/sexual-harassment-assault) or the Office of the Dean of Students’ page on Student Conduct and Community Standards: [https://uodos.uoregon.edu/StudentConductandCommunityStandards.aspx](https://uodos.uoregon.edu/StudentConductandCommunityStandards.aspx).

**Student Athletes**

If you are a student athlete whose schedule will cause you to miss class, inform me of your schedule as soon as you can. Please visit me during office hours so that arrangements can be made around your game schedule.