

## University of Hawai'i Code Request Form

I. REQUESTOR CONTACT INFORMATION		
Name: <u>Stuart Lau</u>	Date: <u>4/18/11</u>	Action Requested:
Title: <u>University Registrar</u>		<input checked="" type="checkbox"/> NEW Program Code (new major/concentration, etc.)
Phone Number: <u>956-5322</u>		<input type="checkbox"/> NEW Subject Code
Email Address: <u>stuart1@hawaii.edu</u>		<input type="checkbox"/> Change of existing code Type (subject, program, etc): _____
Campus/Office/Department/Address: <u>2600 Campus Rd, 010 Honolulu, HI 96822</u>		Old: _____
		New: _____
		<input type="checkbox"/> OTHER: _____

II. CODE REQUEST		
Academic program code preferences for consideration:		
<input checked="" type="checkbox"/> <b>NEW Program Code</b>	Effective Term (semester/year): <u>201130 (Spring 2011)</u>	
Major: <u>PACS</u>	Major Description: <u>Pacific Islands Studies</u>	Is this major financial aid eligible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Is the major code being used the same way at other UH campuses?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Comment: _____
Does the same or similar major code exist in Banner?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	If YES, please list code: <u>PACS</u>
Concentration (if applicable): _____ Concentration Description: _____		
Is the concentration code being used the same way at other UH campuses? <input type="checkbox"/> YES <input type="checkbox"/> NO		
Does the same or similar concentration code exist in Banner? <input type="checkbox"/> YES <input type="checkbox"/> NO		
Attach concentration to program code? <input type="checkbox"/> YES <input type="checkbox"/> NO		
Level: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> First-Professional <input type="checkbox"/> Other: _____		
Degree/Certificate: <u>BA</u>		
College: <u>17</u> Department: <u>PACS</u>		
If requesting a program name change, will current students be grandfathered in under the old program name? <input type="checkbox"/> YES <input type="checkbox"/> NO		
If requesting a program name change, will the old code be available for:		
Recruitment?	<input type="checkbox"/> YES <input type="checkbox"/> NO	List the end term of old code: _____
Admissions?	<input type="checkbox"/> YES <input type="checkbox"/> NO	List the end term of old code: _____
General Student?	<input type="checkbox"/> YES <input type="checkbox"/> NO	List the end term of old code: _____
Academic History?	<input type="checkbox"/> YES <input type="checkbox"/> NO	List the end term of old code: _____
<input type="checkbox"/> <b>NEW Subject Alpha/Code</b>	Effective Term (semester/year): _____	
Code: _____	Description: _____	
College: _____ Department: _____		
Does the same or similar subject code exist in Banner? <input type="checkbox"/> YES <input type="checkbox"/> NO		
If YES, please list code: _____		
Is the subject code being used the same way at other UH campuses? <input type="checkbox"/> YES <input type="checkbox"/> NO		

University of Hawai'i  
Code Request Form

OTHER:

Please briefly describe your request and explain why you are requesting the codes:  
See Attached

III. SUPPORTING DOCUMENTATION

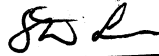
Please attach the required supporting documentation. See *Guide to Academic Program Actions and Approval* at:  
[http://www.hawaii.edu/vpaa/cms/guide\\_to\\_acad\\_prog\\_121006.pdf](http://www.hawaii.edu/vpaa/cms/guide_to_acad_prog_121006.pdf)

- BOR minutes from November 18, 2010 (date) meeting with supporting documentation provided to BOR
- Memo from campus Chancellor
- Signed memo from UH President
- None required according to the Guide to Academic Program Actions and Approval
- Other: \_\_\_\_\_

IV. CAMPUS VERIFICATION

The appropriate parties (faculty, administrators, registrar) have been consulted.

Stuart Lau

  
Signature

4/18/2011

Date

Name of Requestor (print or type)

Send completed form with supporting documentation to:  
Institutional Research Office • 1633 Bachman Place • Sinclair Annex 2, Room 4 • Honolulu, HI 96822  
Fax: 808-956-9870 Phone: 808-956-7532

For Internal Use Only:

Appropriate Documentation Received:  YES  NO

Approval Status:

Major code:  YES  NO

Concentr. code:  YES  NO

Program code:  YES  NO

Subject code:  YES  NO

NOTES:

Entered into SMAPRLE/SOACURR: \_\_\_\_\_

Entered into STVMAJR: \_\_\_\_\_

Entered into STVSUBJ: \_\_\_\_\_

Other: \_\_\_\_\_

Code processing completion date: \_\_\_\_\_

Copies sent to: \_\_\_\_\_



UNIVERSITY  
of HAWAII®  
MĀNOA

Office of the Vice Chancellor for Academic Affairs

February 23, 2011

**MEMORANDUM**

TO: Stuart Lau, Registrar  
Records Office

FROM: Reed Dasenbrock   
Vice Chancellor  
for Academic Affairs

SUBJECT: Establishment of a Provisional Bachelor of Arts Degree in Pacific Islands Studies, School of Pacific and Asian Studies

This is to inform you that the Board of Regents have approved the establishment of a provisional Bachelor of Arts Degree in Pacific Islands Studies in the School of Pacific and Asian Studies. The effective term is Spring 2011. The appropriate page from the Board minutes is attached for your information.

If you have questions about this new provisional degree program, please contact my office at 68447. Thank you.

Attachment

c: Interim Dean Edward Shultz  
FAS Director Jodie Kuba

2500 Campus Road, Hawai'i Hall 209  
Honolulu, Hawai'i 96822  
Telephone: (808) 956-8447  
Fax: (808) 956-7115

An Equal Opportunity/Affirmative Action Institution

The Legislature included a proviso in the budget bill that said that at the end of the biennium, the total ARRA fund amount would be reinstated into the base budget. UH is thus asking that instead of reinstating the money into the base budget by just the amount that the general funds were reduced because of the ARRA funding, that the Legislature instead reinstate all of the ARRA money that UH is losing, which would include reinstating the \$6.3 million for the community colleges and the \$300,000 for UH-Hilo.

It wasn't brought to the Board previously because in earlier discussions with the Dept. of Budget and Finance, UH was told that funding equivalent to the total ARRA funding amount would be reinstated. Subsequently, UH learned that the State administration only intended to reinstate the general funding that was cut as a result of the ARRA funding. That is why there is a request for a reinstatement of general funding equivalent to the total of all ARRA money that was previously funded.

Regent Dias moved and Regent Carlson seconded the motion to approve the Amendment to Budget for Fiscal Biennium 2011-2013, which was unanimously approved.

**Approval of Establishment of a Provisional Bachelor of Arts Degree in Pacific Island Studies, School of Pacific and Asian Studies**

Vice Chancellor for Academic Affairs, Reed Dasenbrock, and Terrence Wesley-Smith, Director for Center for Pacific Island Studies, presented the item. The Center for Pacific Island Studies is currently at the graduate level only. It has a close relationship to Hawaiian studies, but studies all of Oceania. It has several different tracks, in public policy, contemporary Pacific, and the arts. The program would require the study or demonstrate the competence in a Pacific Island language. The program currently teaches the Hawaiian, Samoan, Tongan, Chamorro, and Tahitian languages.

Regent Carlson asked what university would currently be the premier institution that would have this undergraduate program in Oceania. Wesley-Smith said that there are strong programs in New Zealand and Australia, but UH is regarded as the leader in the field.

Regent Baxa asked where the graduate students came from, without an undergraduate program. Wesley-Smith said they came from all over. The advantage of having the undergraduate program is getting people who are prepared with the basics. At the moment, there are people who have a strong interest, but not the coursework background that is appropriate at the graduate level.

Regent Rasmussen asked what enrollment they are expecting. Wesley-Smith said they are encouraged by the enrollment in the courses they've introduced since 2008, especially their foundation course (108 students enrolled). They are currently oversubscribed. They survey the students every semester and consistently find 20% of students express interest in the proposed major. They hope to start with 20 undergraduate students and build from there.

Acting Chair Hirota asked a question on behalf of Chair Karr: On the spreadsheet, there is a headcount in 2010-11 going from 20 to 70 in 2015-16. The FTE of full-time faculty/lecturers starts at 2.25 in 2010-12 but drops to 2 in 2015-16. Is that an overload of a lot of students-to-faculty? Dasenbrock said they have the capacity to handle the undergraduate program because many faculty members in many departments have the specialization. They have the intellectual and human capacity to do the program.

Regent Rasmussen moved and Regent de la Peña seconded to approve the Establishment of a Provisional Bachelor of Arts Degree in Pacific Island Studies, School of Pacific and Asian Studies, which passed unanimously.

### **Approval of Administrative Reorganization Proposal**

President Greenwood said they were functionally operating without a Vice President for Administration for some time, and the reorganization that she proposes formalized the assignments of units that have already been assigned to Vice Presidents with a couple of exceptions. It will assign the Office of Capital Improvements and its functions and staff formally to the Vice President for Budget and Finance/Chief Financial Officer. They also changed the title and responsibility of Linda Johnsrud to reflect her role as Senior Vice President and to move all human resources into VP Johnsrud's operation. They are reassigning an open executive position into the IT Office to give David Lassner a second high-level executive for more depth. It also recognizes the Council of Chancellors and clarifies the Office of Vice President of Student Affairs and University and Community Relations related to VP Freitas' role in Hawaiian affairs and community organizations. It's not a revolutionary change, but makes the lines of authority clear.

Regent Gee said it enlarges the scope of the Vice Presidents, but because of the individuals involved, he thinks it would work. It does, in terms of organizational theory, mix lines and staff functions in some areas. However, he has no problems with the proposal.

Regent Carlson wanted clarification that they were already doing it, but without formal titles. President Greenwood said it is largely reflecting that. When former President McClain left an executive position open, he farmed out some duties. It does change human resources and CIP from reporting directly to the President, but in this administration, they aren't all that formal about the lines. They believe in high-performance teams.

Regent Dahilig said in regards to a position coming out of the Board of Regents office that was taken away at the time: Does the Board staff feel that this position could be permanently removed from its office? President Greenwood said the reorganization proposal was widely seen, including within the Board office, and there were no concerns raised.



UNIVERSITY of HAWAI'I MĀNOA

10

RECEIVED

October 21, 2010 REVISED

10 NOV -5 110 :52

MEMORANDUM

BOR APPROVED 11/18/10

ec: J.Itano S.Furuto D.Mongold

TO: Howard H. Karr Chairperson, Board of Regents UNIVERSITY OF HAWAII PRESIDENT'S OFFICE

VIA: M.R.C. Greenwood for President [Signature]

VIA: Virginia S. Hinshaw Chancellor [Signature]

FROM: Reed Dasenbrock Vice Chancellor for Academic Affairs [Signature]

10 NOV -8 P2:40 UNIVERSITY OF HAWAII BOARD OF REGENTS

SUBJECT: Establishment of a Bachelor of Arts Degree in Pacific Islands Studies, School of Pacific and Asian Studies, University of Hawai'i at Mānoa

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve the Bachelor of Arts degree in Pacific Islands Studies as a provisional program, to be administered by the School of Pacific and Asian Studies at the University of Hawai'i at Mānoa.

RECOMMENDED EFFECTIVE DATE:

Spring 2011

ADDITIONAL COST:

No additional funds required. The proposed interdisciplinary program will utilize existing courses and faculty in the School of Pacific and Asian Studies (SPAS) and across the campus. Existing faculty and facilities are sufficient to run the program, and tuition associated with the program will cover program costs.

PURPOSE:

The proposed Bachelor of Arts in Pacific Islands Studies is an interdisciplinary program designed to develop graduates with an informed understanding of Oceania and issues of concern to Pacific Islanders. These graduates will be equipped for future careers in the areas of justice, health care, social services, and education.

The new interdisciplinary program takes advantage of the existing wealth of resources and expertise in the Pacific Islands at UH Mānoa. With a core and affiliate faculty of more than 40 area specialists, the SPAS Center for Pacific Islands Studies is the only National Resource Center for this region recognized and supported by the U.S. Department of Education, and some parts of the undergraduate program will receive additional support through this Title VI grant. In the latest Title VI 4-year funding cycle,

the Center received \$689,500, and Foreign Language and Area Studies scholarship support for UH students, worth an additional \$135,000 per year.

The proposed Bachelor of Arts in Pacific Islands Studies will replace the “major equivalent” presently available through Interdisciplinary Studies by strengthening what is currently offered with a degree program structure, enhanced advising, a set of core courses, service learning, and greater articulation with the UH System.

**BACKGROUND:**

Pursuant to Board of Regents Policy 5-1, the Board of Regents has the authority to approve new degree programs upon the recommendation of the President.

The University of Hawai‘i at Mānoa has a long history of excellence in research and teaching concerning the Pacific Islands. In 1950, UH Mānoa became the first institution of higher learning to offer an interdisciplinary Master of Arts degree in Pacific Islands Studies. Today, the SPAS Center for Pacific Islands Studies has a core and affiliated faculty across the campus of more than 40 regional specialists. The Center supports student and faculty exchanges, cooperates with regional organizations, and coordinates an active program of educational outreach, teaching resources, and international conferences. At the heart of these activities is Hamilton Library’s Pacific Collection, widely recognized as the best general collection of Pacific materials in the world.

The proposed Bachelor of Arts in Pacific Islands Studies is constructed around three lower-division and four new upper-division courses offered by the Center for Pacific Islands Studies, and is supplemented by a number of Pacific-related courses offered regularly by other departments across the campus. Students will satisfy core, elective, concentration and language requirements as well as participate in a senior capstone experience. Majors may choose between three areas of concentration:

- (1) Public Policy and Community Development provides essential training and knowledge of Pacific Islander cultures, countries, and territories for future community leaders;
- (2) Contemporary Issues provides essential knowledge and linguistic skills while further enhancing Pacific-focused scholarship; and
- (3) Culture, Arts and Performance provides an outlet for creative scholarship and expression of artistic and ethnic identity while contributing to overall campus cultural enrichment through arts, dance, music and writing.

A key component of the program is the opportunity for service learning, which promotes public-private partnerships and potential employment opportunities for students.

The program provides a solid foundation for further study in professional fields such as social work, public health, education, nursing and law, and provides rigorous coursework, community experience, and advanced cultural preparation for future

Chairperson Howard H. Karr  
October 21, 2010 (Revised)  
Page 3 of 3

employment in Hawai'i's schools and state services. The attached degree proposal contains details regarding program requirements, and student learning outcomes.

The BA in Pacific Islands Studies implements UH Manoa's strategic plan by supporting research initiatives where Mānoa is uniquely positioned to excel, by increasing service-learning opportunities, and by enhancing the long-standing focus on the Pacific. The program also responds directly to state needs as government departments and private agencies seek help with many issues surrounding the Pacific Islander communities in Hawai'i.

The proposed Bachelor of Arts in Pacific Islands Studies has the support of the dean of the School of Pacific and Asian Studies, has been reviewed and recommended for approval by the Mānoa Faculty Senate, and has the support of the Systemwide Council of Chief Academic Officers.

Board of Regents Policy 5-1(a) provides that all new academic programs, once approved, shall have provisional status until a review is conducted. As a baccalaureate degree program, the required review would be scheduled to take place during the 2017-2018 academic year.

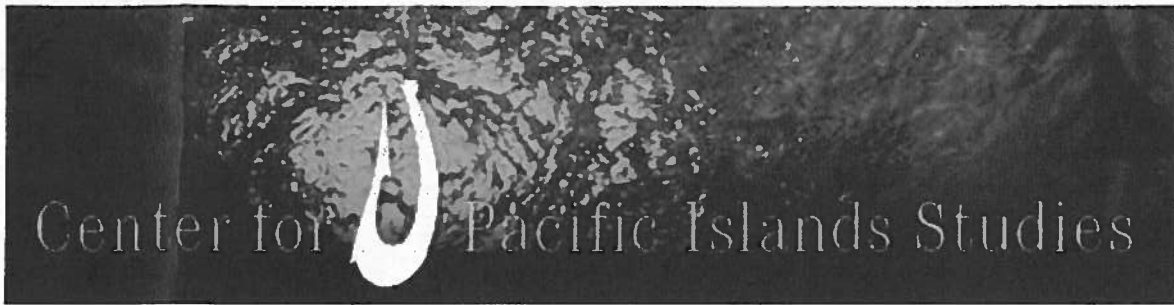
**ACTION RECOMMENDED:**

It is recommended that the Board of Regents establish the Bachelor of Arts degree in Pacific Islands Studies as a provisional program, to be administered by the School of Pacific and Asian Studies at the University of Hawai'i at Mānoa, to be effective Spring 2011.

**Attachments**

c: Vice President Linda Johnsrud  
Interim Associate Vice Chancellor Krystyna Aune  
Dean Edward Shultz





**Proposal for Bachelor of Arts Degree**

**in**

**Pacific Islands Studies**

**Center for Pacific Islands Studies,  
School of Pacific and Asian Studies**

**University of Hawai'i at Mānoa**

**Locus: School of Pacific and Asian Studies, Center for Pacific Islands Studies**

**Chair/Convener of Planning Committee: Vilsoni Hereniko**

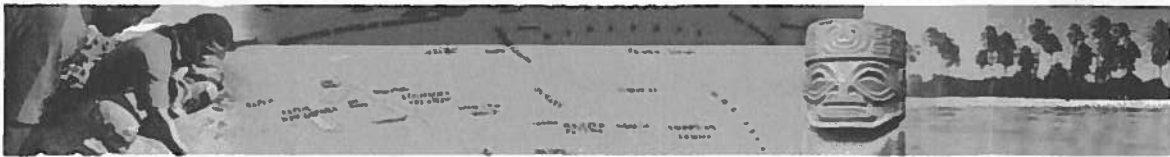
**Program Category: New, Interdisciplinary**

**Department Unit: School of Pacific and Asian Studies, Center for Pacific Islands Studies**

**Level of Program or Major: Undergraduate**

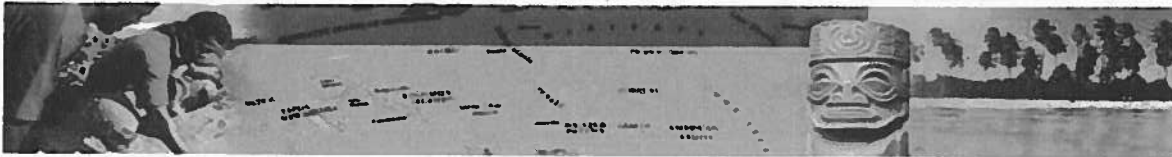
**Degree Proposed: Bachelor of Arts in Pacific Islands Studies**

**Proposed Date of Implementation: Fall 2010**

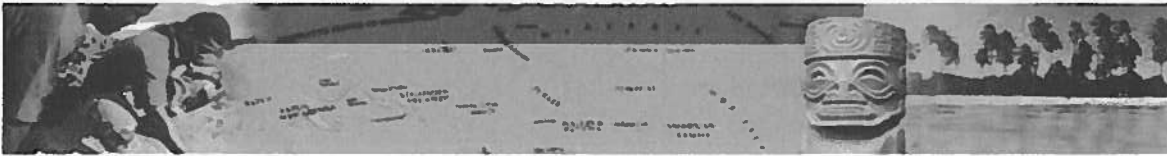


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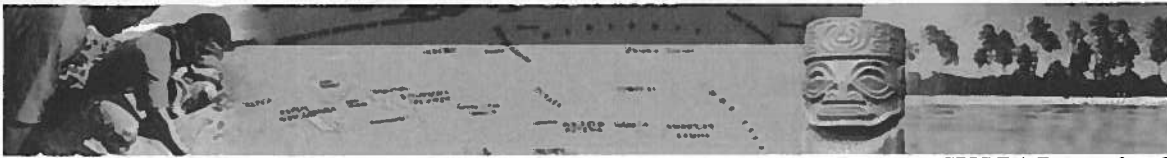
## I. EXECUTIVE SUMMARY

The BA in Pacific Islands Studies will significantly expand the reach of existing academic programs in UHM's Center for Pacific Islands Studies, which include the long established MA and certificate programs, and further enhance its global reputation for excellence. The new interdisciplinary program takes advantage of the existing wealth of resources and expertise in Pacific Islands Studies at UHM, and will be introduced with no initial additional costs to the university. With a core and affiliate faculty of more than 40 individuals, the Center for Pacific Islands Studies is the only National Resource Center for this region recognized and supported by the US Department of Education, and some parts of the undergraduate initiative will receive initial support from its Title VI grant. The program will grow as new courses are introduced, and the first students could graduate as early as spring of 2013.

According to a series of comprehensive surveys since Fall 2008, almost 30 percent of students registered in multiple sections of the center's introductory course, PACS 108 *Pacific Worlds*, are interested in pursuing a BA in Pacific Islands Studies. Many of those students have genealogical connections to the Pacific Islands, and are part of a growing but underserved population of Pacific Islanders in the UH system. We expect the number of majors to start at about 20, reach 50 in 2013–14 and level off at about 70 in 2015–16. This initiative is fully in line with the UHM Strategic Plan, especially its calls for more service-learning opportunities and enhancement of its long-standing focus on Asia and the Pacific. It also responds directly to state needs as government departments and private agencies seek help with the many issues surrounding Pacific Islander communities in Hawai'i. The initiative provides potential employment opportunities for majors, and allows non-majors to learn more about the region of which Hawai'i is part, to enhance their cultural knowledge, and to satisfy HAP and other focus requirements.

This interdisciplinary BA program is constructed around 3 new lower-division and 4 new upper-division courses offered by the center itself, supplemented by a long list of Pacific-related courses regularly offered by other departments. Students will have to satisfy core, elective, concentration, and language requirements as well as participate in a senior capstone experience. Majors can choose between three overlapping areas of concentration: (1) Public Policy and Community Development; (2) Contemporary Issues; and (3) Culture, Arts, and Performance. Service learning and community-based research are essential features of each specialty track within the major.

This proposal has been developed in full and regular consultation with interested parties throughout the UH system, and articulation agreements have been developed to ease the inter-campus transfer of students and credits. The proposal also pays close attention to assessment criteria and measuring instruments. Degree requirements and course syllabi have been developed around an explicit set of objectives and student learning outcomes to ensure program integrity and appropriate educational results.



### III. PROGRAM OBJECTIVES

#### **A. Mission**

The Center for Pacific Islands Studies is both an academic department and a larger home for initiatives that bring together people and resources in support of our mission: *to promote informed understanding of Oceania and issues of concern to Pacific Islanders*. The center seeks to achieve this mission by offering academic programs that focus on the dynamic interactions linking Island societies with each other and the rest of the world, and by offering outreach and publication programs that promote access to information about Pacific Islands issues for students, teachers, policy makers, and the general public.

The establishment of a Bachelor's degree in Pacific Islands Studies will contribute to the success of our mission by targeting a larger audience of undergraduate students, both majors and non-majors, to promote informed understanding of Oceania and issues of concern to Pacific Islanders. This knowledge will better equip those whose future careers will increasingly intersect with growing populations of Pacific Islanders in Hawai'i, or in the more than 22 political entities that make up the vast Pacific Islands region, 6 of which remain formally affiliated with the US.

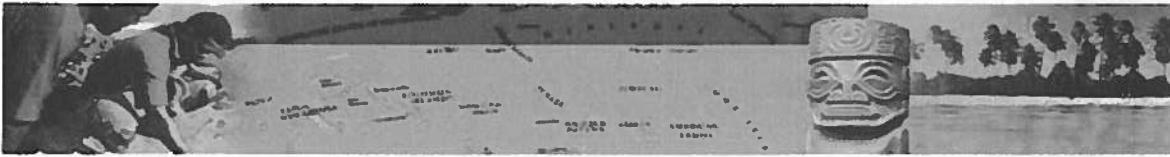
At the moment there is effectively no coherent undergraduate program in Pacific Islands Studies at UH Mānoa (Appendix A). Despite an abundance of Pacific specialists and undergraduate offerings, few courses are available at the 100-200 level, most are offered at the 300-400 level, and there is no campus-wide effort to coordinate these courses. Although a "major equivalent" in Pacific Islands Studies is currently possible through Interdisciplinary Studies, a Bachelor of Arts in Pacific Islands Studies will replace and strengthen that option with a degree program structure within the School of Pacific and Asian Studies, enhanced advising, a core set of courses, service learning, and greater articulation throughout the UH system (Please see appendices A and B).

The proposed BA degree will complement the Master of Arts degree and graduate certificate programs in Pacific Islands Studies long offered by CPIS, the only ones of their kind in the United States. The undergraduate program will not only increase the number of potential MA candidates but will also strengthen the comprehensive coverage of Asia-Pacific research and teaching as targeted in the Mānoa Strategic Plan. This will further enhance UHM's international reputation. The university's general education graduation requirement of an H-designation course boosts system-wide interest in Pacific Islands Studies courses.

#### **B. Strategic Plan to implement the BA**

The BA program will start with the introduction of the three new lower-division and four upper-division courses that constitute its key elements. Two of the three specialized tracks will be fully functional by Spring 2011, and the third by Spring 2013. Students will be formally admitted to the major in Pacific Islands Studies starting in Fall 2011. In the meantime, available elements of the new degree requirements will be required of students seeking a "major equivalent" in Pacific Islands Studies through UHM's Interdisciplinary Studies program.

The BA program is constructed from the bottom up. Since Spring 2008, CPIS has offered PACS 108 *Pacific Worlds: An Introduction to Pacific Islands Studies*. The number of sections of the



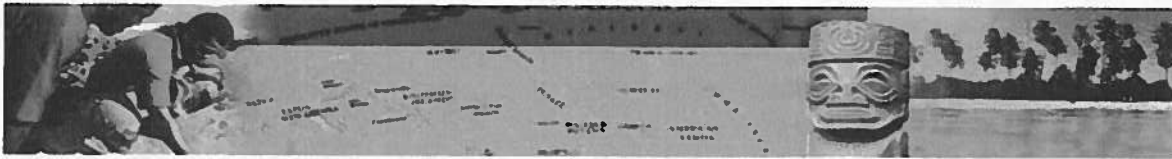
## II. INTRODUCTION

### **A. History of the Center for Pacific Islands Studies**

UHM has a long history of excellence in research and teaching activities concerning the Pacific Islands. The first thesis pertaining to the Pacific Islands was completed in 1923, and in 1950 UH became the first institution of higher learning anywhere to offer an interdisciplinary MA degree in Pacific Islands Studies. Today the Center for Pacific Islands Studies (CPIS) is part of the School of Pacific and Asian Studies (SPAS), has a core teaching faculty of five (Appendix L), and an affiliate faculty of over 40 regional specialists at UH Mānoa who devote much of their time and energy to Pacific-related research and teaching. The center also has a thriving publishing program, which includes the highly regarded Pacific Islands Monograph Series and an award-winning interdisciplinary journal, *The Contemporary Pacific*, featuring articles that examine social, economic, political, ecological, cultural, and literary topics. In addition, the center supports student and faculty exchanges with regional universities, hosts visiting scholars and officials, cooperates with regional organizations, and coordinates an active program of educational outreach, including seminars, workshops, readings, Internet-based resources for teaching, and international conferences. At the heart of this research, teaching, and outreach activity is Hamilton Library's Pacific Collection, widely recognized as the best general collection of Pacific materials in the world.

### **B. Title VI National Resource Center Federal Funding**

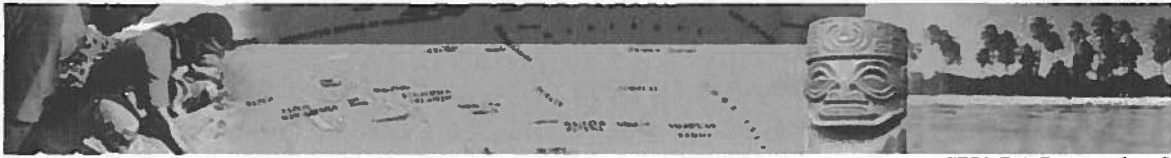
CPIS remains the only academic program in the United States to focus on the entire Pacific region and the only National Resource Center (NRC) for this region recognized and supported by the US Department of Education. The Center has received Title VI funding continuously since 1973. In the latest 4-year funding cycle the Center received a total of \$689,500, and administered Foreign Language and Area Studies (FLAS) scholarship support to UH students worth a further \$135,000 per year. Among other things, NRC funds are used in support of library acquisitions, and have been instrumental in the establishment of all 5 Pacific Islands language teaching programs in the Department of Indo-Pacific Languages and Literatures in the College of Languages, Linguistics, and Literature.



course has expanded and is expected to stabilize at about 12 sections per academic year from Spring 2011 on. This core course is also offered at Kapi'olani Community College, (four sections in Fall 2010), UHWO, and, beginning Spring 2010, also online via Outreach College. The potential for Pacific Islands Studies majors who enter the program through initial exposure at KCC is significant.

	S 08	F 08	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13
#108	1	2	2	3	4	5	6	6	6	6	5	6

Two additional courses, both required of majors, were introduced in the 2009-10 academic year: PACS 201 *Islands of Globalization*, and PACS 202 *Oceania on the Move*. Two new 300-level 'anchor' courses (PACS 301 *Pacific Communities in Hawai'i*, and PACS 302 *Contemporary Issues in Oceania*) for two of the three specialized tracks will be introduced in the Fall of 2010, and the final anchor course, PACS 303 *Creativity and Cultural Identity in Oceania*, will be added in the Spring of 2013. The Senior Capstone seminar, required of all majors, will be first taught in the Spring of 2013. (See Appendix I for PACS 108, 201, and 202 course syllabi.)



#### IV. RELATIONSHIPS TO CAMPUS AND UNIVERSITY MISSION

##### **A. Responsiveness to Mānoa Strategic Plan**

The proposed program will address many of the “strategic imperatives” of the core commitments acknowledged in the 2002–2010 UHM Strategic Plan, *Defining Our Destiny*. For example, the new BA will

- Foster interdisciplinary learning
- Offer numerous service-learning opportunities to encourage students to apply knowledge outside the university
- Promote public-private partnerships and future employment opportunities
- Target underserved student populations, namely Pacific Islanders
- Enhance the Pacific focus and specialization at the university through several new HAP focus courses
- Enhance UH’s role as a Pacific place of learning and contribute to campus ethnic and cultural diversity
- Respond to community requests and state needs

##### **B. State Needs and Career Opportunities**

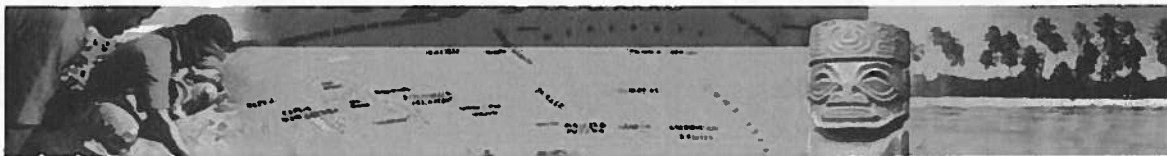
Just as UH is learning to respond to the needs of a growing Pacific Islander student body, the state has become critically aware of the need for cultural knowledge of Pacific Islander communities, particularly in the areas of justice, health care, social services, and education.

CPIS’s BA proposal responds to community requests for increased awareness and understanding of Pacific Islanders, particularly in the Micronesian and Samoan communities. The recent CPIS conference “Micronesian Voices in Hawai`i” (Spring 2008) concluded with recommendations to Governor Lingle on how best to ease the transition of Micronesian immigrants in Hawai`i. Recommendations emphasized ongoing cultural education for community service providers and increased access to interpreters (<http://www.hawaii.edu/cpis/2008conf/april2008overarch.htm>). Service providers not only seek training and education about Pacific Islander communities with whom they work (numerous requests of faculty are listed in Appendix D), but they also seek to hire employees with strong cultural skills and knowledge. (See support letters in Appendix K.)

A key component of the undergraduate degree program is the opportunity for service learning, which promotes public-private partnerships and potential employment for students. While we see the BA as a solid foundation for further study in professional schools such as Social Work, Public Health, Education, and Law we also know that the proposed BA program will provide rigorous coursework, community experience, and advanced cultural preparation for future employment in Hawai`i’s schools and state services. The CPIS MA program has prepared numerous public servants, including 2 state Senators (Clayton Hee and Kalani English --See Appendix K), a Board of Education member, and numerous artists, scholars, public and private school teachers, as well as skilled administrators in regional organizations. Existing alumni networks and the quality of our program and students can only enhance a student’s employment potential.

Moreover, with expanding US strategic interests in the nearly one-third of the earth’s surface that is encompassed by the Pacific Islands region, future employment potential for our graduates is



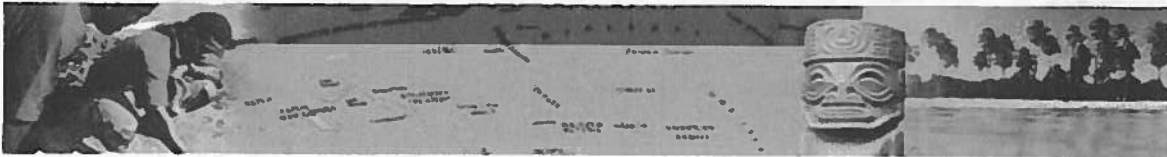


likely to grow at all levels, in US federal offices, research institutions, and regionally focused international organizations.

### **C. Articulation with UH System, including Regional Connections/Future Exchanges**

Early system-wide collaboration on the proposed BA curriculum began with a SPAS workshop in February 2008 that brought together faculty from all campuses interested in Pacific Islands Studies (see <http://www.hawaii.edu/shaps/workshop.html>). Discussion resumed at a second SPAS-sponsored gathering in March 2009, and representatives from various campuses agreed to continue work toward the articulation of introductory courses in Pacific Studies (see <http://www.hawaii.edu/offices/app/aa/pisf.html>). This new Pacific Studies workgroup includes representation from UH Hilo, Maui CC, Kauai CC, Hawai'i CC, as well as campuses that currently offer Pacific Studies classes. The workgroup held three additional gatherings in 2009, at Kaua'i Community College in May, at Mānoa in August, and at UHWO in November, resulting in agreed-upon SLOs for PACS 108 *Pacific Worlds*, and a common course description. The group established a Laulima site ("Pacific Studies Workgroup") to share information and syllabi, and to coordinate course development. Most important, an articulation agreement for PACS 108 has been drafted and will be finalized soon (Appendix G). Other articulation agreements will follow. The next meeting is scheduled for 7 May 2010 at UHM to review course comparisons/content, explore articulation for 200-level courses, and to pursue possible articulation arrangements with regional colleges, such as the College of the Marshall Islands, the College of Micronesia, and the University of Guam. Further, the group has discussed plans to assist instructors in the development of PACS 108 syllabi, resources, and support for the CC campuses that currently offer Hawaiian Studies, but not Pacific Islands Studies courses.

A Pacific Islands Studies BA will provide opportunities for UH to partner with other regional universities with similar undergraduate programs, including the Australian National University, University of Auckland, Victoria University of Wellington, and the University of the South Pacific, to foster student and faculty exchanges and develop teaching materials.



## V. PROGRAM DESCRIPTION, ORGANIZATION, AND STRUCTURE

### A. Student Learning Objectives

Graduates of the proposed BA will be able to:

- 1) Describe the diversity of Oceania,
- 2) Identify major events in the history of the region,
- 3) Explain indigenous issues and concerns,
- 4) Analyze processes of change in island societies, and
- 5) Engage with Pacific Islands communities at home or abroad.

### B. BA Curricular Tracks

The BA in Pacific Islands Studies will have 3 interrelated areas of concentration with course offerings available in each of these areas: (1) Public Policy and Community Development, (2) Contemporary Issues, and (3) Culture, Arts, and Performance.

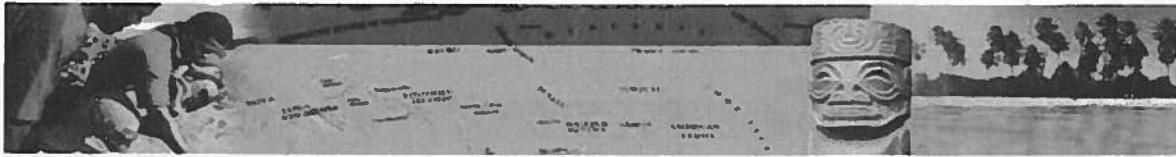
These concentrations respond to the interests and needs of various students: those with genealogical connections or experience in language, arts, and culture, as well as those desiring to work with Pacific Islanders to promote diversity and equality. The student specialization option in Public Policy and Community Development will support efforts to enhance educational effectiveness across the state and elsewhere by providing essential training and knowledge of Pacific Islander, cultures, countries and territories for future community leaders. The Contemporary Issues option similarly provides essential knowledge as well as linguistic skills, while further enhancing Pacific-focused scholarship. Specialization in the Culture, Arts, and Performance option provides an outlet for creative scholarship and expression of artistic and ethnic identity while also contributing to overall Mānoa campus cultural enrichment through Pacific arts, dance, music, and writing. Each track engages in service learning and community involvement.

### C. Program Structure

The major in Pacific Islands Studies is an interdisciplinary program. The core courses offered by the center itself introduce students to the interdisciplinary methods and perspectives that are the hallmark and strength of our program. Students will also be exposed to disciplinary methods and approaches by taking courses in other departments, such as history, anthropology, geography, social work, and political science. Among the required courses are those offered regularly by other departments, and the list will be reviewed periodically in consultation with the chairs of the departments concerned.

### D. Degree Requirements

Students must receive no less than a C for 33 credits in Pacific-related course work plus two years of language (12-16 credits). Students will satisfy the following five course requirements: core (9 credits), elective (12 credits), concentration (9 credits), language (12-16 credits), and Senior capstone (3 credits). The Pacific Islands language requirement will be waived for native speakers.



**1. Core requirement (9 credits)**

*Courses that provide an introduction to Pacific Islands Studies and Pacific societies.*

PACS 108 *Pacific Worlds*  
PACS 201 *Islands of Globalization*  
PACS 202 *Oceania on the Move*

**2. Elective requirement (12 credits)**

*Courses that survey the environment, history, cultural heritage, politics, economics, and contemporary issues of the region.*

*Choose either:*

ANTH 350 *Pacific Island Cultures*  
ANTH 323 *Pacific Island Archaeology*

*Choose one:*

HIST 288 *Survey of Pacific Islands History*  
HIST 481 *Pacific Islands I*  
HIST 482 *Pacific Islands II*

*Choose one of the following (no 'double-dipping'):*

HIST 288 *Survey of Pacific Islands History*  
HIST 481 *Pacific Islands I*  
HIST 482 *Pacific Islands II*  
HIST 483 *The United States in the Pacific*  
HIST 495d *History colloquium: History in Oceania*  
ANTH 350 *Pacific Island Cultures*  
ENG/PACS 370 *Literature of the Pacific*

ECON 418 *Pacific Island Economies*  
POLS 307c *Topics in Comparative Politics: Pacific Islands*  
GEOG 365 *Geography of the Pacific*  
PACS 491 *The Contemporary Pacific*  
LLEA 371 *Europeans in the Pacific*  
ES 392 *Change in the Pacific/Polynesia*

**3. Concentration requirement (9 credits)**

*Students select a track and take the appropriate PACS anchor course. They may then choose three courses from within that track, or alternative relevant courses with prior approval.*

**Track One: Public Policy and Community Development in Hawai'i**

**\*PACS 301 *Pacific Islander Communities in Hawaii*** – Anchor course for the Community Development concentration. Survey of social, cultural, education, and economic issues facing Pacific Islander communities in Hawai'i. Offered every Fall.

**Electives:**

ANTH 481 *Applied Anthropology*  
ANTH 370 *Ethnographic Field Techniques*  
ANTH 419 *Indigenous Anthropology*  
ES 310 *Ethnicity and Community: Hawai'i*  
ES 360 *Immigration to Hawai'i*

PACS 495 *Encountering Tourism in Asian-Pacific Societies*  
POLS 306 *Comparative Politics of Developing Countries*



PH 301 *Introduction to Public Health Issues*  
(2 credits) beginning Spring 2010  
ITE 360 *Introduction to Multicultural Education*

ITE 440 *Curriculum Implications of Multicultural Education*

**Track Two: Contemporary Issues**

**\*PACS 302 *Contemporary Issues in Oceania* – Anchor course for Contemporary Issues Concentration. Examination of selected critical political, economic, social, and environmental issues in Oceania. Offered every Fall.**

**Electives:**

POLS 306 *Comparative Politics of Developing Countries*  
POLS 304 *Indigenous Politics*  
HIST 482 *Pacific Islands II*  
GEOG 365 *Geography of the Pacific*  
GEOG 468 *Topics in Geography*  
ES 392 *Change in the Pacific: Polynesia*  
ES 320 *Hawai`i and the Pacific*  
AMST 474 *Preservation: Hawai`i, Asia, and the Pacific,*  
ANTH 316 *Anthropology of Tourism*  
ANTH 430 *Human Adaptation to the Sea*  
ANTH 447 *Polynesian Cultures*  
OCN 310 *Global Environmental Change*  
ASAN/PACS 495 *Encountering Tourism in Asian-Pacific Societies*

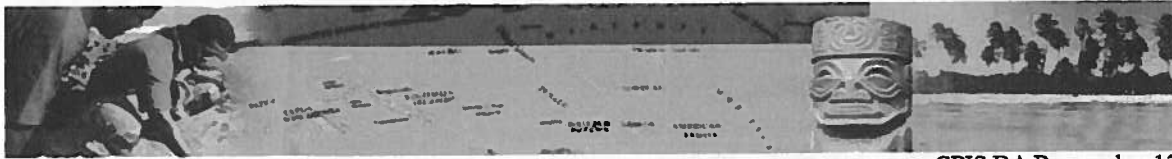
**Track Three: Culture, Arts, and Performance**

**\*PACS 303 *Creativity and Cultural Identity in Oceania* – Anchor course for the Culture, Arts, and Performance concentration. Survey of contemporary creative practices (art, literature, drama) and their implications for culture and identity in the Pacific Islands. Offered every Spring.**

**Electives:**

PACS 494 *Culture and Consumption in Oceania*  
ES 320 *Hawai`i and the Pacific*  
ANTH 447 *Polynesian Cultures*  
IP 369b *Study Abroad: Western Samoa*  
IP 395 *Polynesian Folklore in Translation*  
IP 427 *Topics in Samoan Literature*  
IP 427b *Writings of Albert Wendt*  
IP 427c *Samoan Women Writers*  
MAO 261 *Maori Literature and Culture*  
MAO 361 *Modern Maori Literature and Culture*

MAO 384 *Maori Language and the Performing Arts*



ART 475c *Art of the Pacific: Melanesia, Micronesia, Polynesia*  
 MUS 311j *Tahitian Ensemble*  
 MUS 311k *Oceanic Ensemble*  
 MUS 478i *Musical Cultures: Music of Polynesia*

PACS 370/ENG 371 *Literature of the Pacific*  
 ENG 470 *Studies in Asia/Pacific Literature*  
 HWST/ENG 479 *Modern Pacific Women's Poetry*  
 ACM 480 *Oceania Media and Culture*  
 PACS 462 *Drama and Theatre of Oceania*

**4. Language requirement (variation of the General Education requirement)**

*Four semesters of an indigenous Pacific language. An asterisk\* represents four-credit courses. The Pacific Islands language requirement will be waived for native speakers.*

Chose from:

Tongan:

TONG 101 *Beginning Tongan*  
 TONG 102 *Beginning Tongan*  
 TONG 201 *Intermediate Tongan*  
 TONG 202 *Intermediate Tongan*

Samoan:

SAM 101 *Elementary Samoan\**  
 SAM 102 *Elementary Samoan \**  
 SAM 201 *Intermediate Samoan\**  
 SAM 202 *Intermediate Samoan\**

Maori:

MAO 101 *Beginning Maori\**  
 MAO 102 *Beginning Maori\**  
 MAO 201 *Intermediate Maori\**  
 MAO 202 *Intermediate Maori\**

Tahitian:

TAHT 103 *First Year Tahitian*  
 TAHT 104 *First Year Tahitian*  
 TAHT 201 *Intermediate Tahitian\**  
 TAHT 203 *Second Year Tahitian*  
 TAHT 204 *Second Year Tahitian*

Chamorro:

CHAM 101 *Elementary Chamorro\**  
 CHAM 102 *Elementary Chamorro\**  
 CHAM 201 *Intermediate Chamorro\**  
 CHAM 202 *Intermediate Chamorro\**

Hawaiian:

HAW 101 *Elementary Hawaiian\**  
 HAW 102 *Elementary Hawaiian\**  
 HAW 201 *Intermediate Hawaiian\**  
 HAW 202 *Intermediate Hawaiian\**

**5. Senior Capstone Experience (3 credits)**

PACS 401 *Senior Capstone Seminar* – Integrates practicum experience with academic writing (final paper or portfolio), and culminates in a ‘capstone’ presentation. Includes program exit interview. Offered every Spring.

**E. Interim Collaboration with Interdisciplinary Studies**

Pending full introduction of the BA, students will still be able to earn a “major equivalent” through Interdisciplinary Studies. Students will be asked to plan their program of study in consultation with both programs, IS and CPIS. Please see the next page for a sample instruction sheet for students pursuing the IS option.

# Center for Pacific Islands Studies: Courses, Requirements, and Advising

## Welcome to the major in Pacific Islands Studies

Congratulations on your preliminary acceptance as a CPIS BA Major. On your approval application is the name of the CPIS faculty advisor you have been assigned. You **MUST** contact your CPIS advisor as soon as possible to review the requirements for completing the major, and to begin drafting an Academic Plan of the courses you will take to satisfy those requirements. The Academic Plan should be drafted in the form designated by Interdisciplinary Studies (see [www.hawaii.edu/is](http://www.hawaii.edu/is)). Once it is approved by your CPIS advisor, it can be taken to IS for their review and approval. Only when your Academic Plan is approved by CPIS and IS do you become a CPIS BA Major.

To complete the CPIS BA, students must design a detailed and acceptable academic proposal, with adequate CPIS faculty counseling, consisting of 33 credit hours that emphasizes one of the three CPIS BA tracks, includes the required core of CPIS courses, and is supplemented with approved elective courses from at least two other related departments. Students must also ensure that their academic proposal satisfies the Interdisciplinary Studies program guidelines for self-designed majors, and that all required advising sessions with IS are met.

## Required Core and Elective Courses for All Majors

### 1. Core (9 credits)

3 credits: PACS 108 Pacific Worlds

3 credits: PACS 201 Islands of Globalization

3 credits: PACS 202 Oceania on the Move

### 2. Elective (9 credits)

3 credits: One of:

ANTH 350 Pacific Island Cultures

ANTH 323 Pacific Island Archaeology

3 credits: One of:

HIST 288 Survey of Pacific Islands History

HIST 481 Pacific Islands I

HIST 482 Pacific Islands II

3 credits: One of:

ANTH 350 Pacific Island Cultures

ENG/PACS 370 Literature of the Pacific

ECON 418 Pacific Island Economics

ES 392 Change in the Pacific/ Polynesia

GEOG 365 Geography of the Pacific

HIST 288 Survey of Pacific Islands History

HIST 481 Pacific Islands I

HIST 482 Pacific Islands II

HIST 483 The United States in the Pacific

HIST 495d History colloquium: History in Oceania

LLEA 371 Europeans in the Pacific

POLS 307c Topics in Comparative Politics: Pacific Islands

PACS 491 The Contemporary Pacific

18 credits TOTAL

### 3. Concentration requirement (9 credits)

*Public Policy and Community Development in Hawai'i*

3 credits: Required core: PACS 301 Pacific Islander

Communities in Hawaii

6 credits: Two of:

ANTH 481 Applied Anthropology

ANTH 370 Ethnographic Field Techniques

ANTH 419 Indigenous Anthropology

ES 310 Ethnicity and Community: Hawai'i

PH 301 "Introduction to Public Health Issues" (2 credits)

ITE 360 Introduction to Multicultural Education

ITE 440 Curriculum Implications of Multicultural Education

## *Contemporary Issues*

3 credits: Required core: PACS 302 Issues in Oceania

6 credits: Two of:

Electives:

POLS 306 Comparative Politics of Developing Countries

POLS 304 Indigenous Politics

HIST 482 Pacific Islands II

GEOG 365 Geography of the Pacific

GEOG 468 Topics in Geography

ES 392 Change in the Pacific: Polynesia

ES 320 Hawai'i and the Pacific

AMST 474 Preservation: Hawai'i, Asia, and the Pacific,

ANTH 316 Anthropology of Tourism

ANTH 430 Human Adaptation to the Sea

ANTH 447 Polynesian Cultures

OCN 310 Global Environmental Change

ASAN/PACS 495 Encountering Tourism in Asian-Pacific Societies

## *Culture, Arts, and Performance*

3 credits: Required core: PACS 303 Creativity and Cultural Identity in Oceania

6 credits: Two of:

PACS 494 Culture and Consumption in Oceania

ES 320 Hawai'i and the Pacific

ANTH 447 Polynesian Cultures

IP 369b Study Abroad: Western Samoa

IP 395 Polynesian Folklore in Translation

IP 427 Topics in Samoan Literature

IP 427b Writings of Albert Wendt

IP 427c Samoan Women Writers

MAO 261 Maori Literature and Culture

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ART 475c Art of the Pacific: Melanesia, Micronesia, Polynesia

MUS 311j Tahitian Ensemble

MUS 311k Oceanic Ensemble

MUS 478i Musical Cultures: Music of Polynesia

PACS 370/ENG 371 Literature of the Pacific

ENG 470 Studies in Asia/Pacific Literature

ENG 479 Modern Pacific Women's Poetry

ACM 480 Oceania Media and Culture

PACS 462 Drama and Theatre of Oceania

## 4. Language requirement (variation of the General Education requirement)

*Four semesters of an indigenous Pacific language. The Pacific Islands language requirement will be waived for native speakers.*

Chose from:

Tongan, Samoan, Maori, Tahitian, Chamorro, or Hawaiian.

## 5. Senior Capstone Experience (3 credits)

3 credits: PACS 401 -Senior Integrative Seminar

### The Steps for Creating an Academic Proposal:

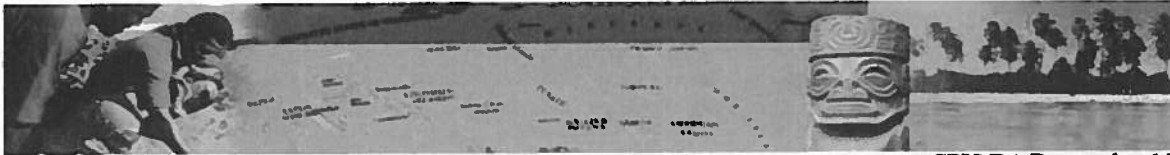
Review the requirements and courses that will satisfy the Major Equivalent for a CPIS BA through IS. Make a preliminary selection of the courses you think would best satisfy your interests and challenge your learning in Pacific Islands Studies. Keep in mind courses in other departments may not be offered every semester (some not every year) and may carry prerequisites. You will have the responsibility of meeting those prerequisites, or having them waived by the instructor.

Compose a draft of an IS Proposal Statement that describes and justifies your pursuit of a Pacific Islands Studies major. Be prepared to explain how the courses you are selecting would make up a coherent and rigorous academic study.

Schedule an appointment with your CPIS advisor to review the proposal

Once approved at CPIS, the proposal must also be reviewed and approved by the Interdisciplinary Studies Program.

**ONLY** after those approvals are you officially a Pacific Islands Studies major.



#### **F. Admission Requirements**

To be admitted into the baccalaureate program, prospective majors must first complete PACS 108 with a minimum grade of C.

#### **G. Student Advising and Counseling Services**

As is the practice throughout SPAS, advising will eventually be conducted at the school level. The BA students in Pacific Islands Studies will be advised by CPIS faculty during the anticipated transition from a major equivalent through Interdisciplinary Studies to a BA in Pacific Islands Studies. As student enrollment increases, advising will be supported by SPAS staff as necessary.

#### **H. CPIS Core Faculty and Staff**

Dr. Vilsoni Hereniko, Professor and Director, Pacific Islands Studies; PhD University of the South Pacific (1991).

Vilsoni Hereniko joined the Center in 1991. Originally from Rotuma, he is the author of *Woven Gods: Female Clowns and Power in Rotuma* and coeditor of *Inside Out: Literature, Cultural Politics, and Identity in the New Pacific*, as well as numerous scholarly articles, essays, and plays. He was also the editor of the award-winning journal *The Contemporary Pacific* from 2002-2008. Many of Hereniko's plays have been produced in Oceania, the United States, and England. His feature film *The Land Has Eyes* premiered at the Sundance Film Festival followed by screenings at international and indigenous film festivals around the world as well as the Museum of Modern Art in New York. Fiji also submitted this film to the Academy of Motion Pictures Arts and Sciences for Oscar consideration. Hereniko has been a keynote speaker at many national and international universities, including the Australian National University, the University of Southern California and the University of Notre Dame. An award-winning teacher, he has taught at the University of the South Pacific, the University of Washington, and for the University of Pittsburgh (semester-at-sea). He was also a Fellow of Corpus Christi at the University of Cambridge in England.

Dr. Lola Quan Bautista, Assistant Professor, Pacific Islands Studies; PhD University of Hawai'i at Mānoa (2001).

Originally from Guam, Lola Quan Bautista's areas of interest include gender and households, housing and community development, and the Micronesian diaspora. Lola, who joined the center in 2008, recently completes a postdoctoral research minority fellowship with the National Science Foundation (NSF 00-139). Her study, "Understanding Domestic Space in an Urban Setting: Views from Migrant Women from the Federated States of Micronesia," attempts to delineate both gendered and indigenous understandings of mobility and behavior among migrant women from Chuuk State residing on Guam. Stemming from her field research, Lola also serves as an advisor for a nonprofit organization called the United Pacific Islanders Corporation, which was created to address the growing social and economic frustration in the newly created subdivisions. Made up of mostly Pacific Islanders from the Federated States of Micronesia, this nonprofit represents the first grassroots attempt to collectively educate FSM citizens about land tenure, land rights, and housing issues.



**Dr. Tarcisius Kabutaulaka**, Associate Professor, Pacific Islands Studies; PhD Australian National University (2003).

Tarcisius Tara Kabutaulaka is a political scientist with a PhD from the Australian National University in Canberra, Australia, and MA and undergraduate degrees from the University of the South Pacific in Fiji. He joined the Center for Pacific Islands Studies in January 2009 after being a fellow at the East-West Center's Pacific Islands Development Program for six years. His research interests focus on governance, development, conflicts, peace building, post-conflict development, international interventions, and Asia-Pacific Island relations. He has written extensively on Solomon Islands civil unrest and the Australian-led regional intervention. He is the coeditor (with Greg Fry) of *Intervention and State-Building in the Pacific: The Legitimacy of Cooperative Intervention* (Manchester University Press). He is a Solomon Islands citizen, but has lived, studied, and worked in Fiji, Australia, and Hawai'i. He has traveled widely in the Pacific Islands and beyond.

**Dr. Terence Wesley-Smith**, Associate Professor and Graduate Chair, Pacific Islands Studies; PhD University of Hawai'i at Mānoa (1988).

Terence Wesley-Smith, a political scientist with degrees from Victoria University of Wellington and the University of Hawai'i, has been with the center for more than twenty years. He writes and teaches about contemporary issues in the region, with a particular interest in the political economy of development, the impact of globalization, and the emerging role of China. As graduate chair he is responsible for curriculum development and handles much of the student advising, and usually teaches the MA program's introductory seminar, Learning Oceania (PACS 601). Dr. Wesley-Smith is editor of *The Contemporary Pacific*, and from 1997-2003 directed the Ford Foundation-funded *Moving Cultures* project, which developed innovative ways of teaching and learning about the Asia-Pacific region. He has recently completed work on two edited collections, *Remaking Area Studies: Teaching and Learning Across Asia and the Pacific* (with Jon Goss, University of Hawai'i Press), and *China in Oceania: Towards a New Regional Order?* (with Edgar Porter, Berghahn Press). In 2003, Terence Wesley-Smith was awarded the Board of Regents' Medal for Excellence in Teaching.

**Dr. Julie Walsh Kroeker**, Assistant Specialist, Assessment Coordinator, Pacific Islands Studies; PhD University of Hawai'i at Mānoa (2003).

Julie Walsh Kroeker joined the center in 2008 to focus on the development of an undergraduate program in Pacific Islands studies. Julie has long ties to the Marshall Islands, where she has worked as a high school teacher, college instructor, staff ethnographer, and most recently, a consultant to the Ministry of Education. A cultural anthropologist, Dr. Kroeker is committed to scholarship that is relevant and accessible; she balances curriculum development at the center with Marshallese community involvement and advocacy. In 2000, with Marshallese colleagues, Julie cofounded a nonprofit organization (Small Island Networks) to offer skills-training opportunities for Micronesian immigrants and cultural orientations for Hawai'i service providers. She has developed resources for Hawai'i teachers and a curriculum based on Marshallese folktales. In addition she has coauthored a history of the Marshall Islands for the Marshall Islands Ministry of Education. Julie currently serves as Reviews Editor for *The Contemporary Pacific*.





### Managing Editor

Jan Rensel, Pacific Islands Studies; PhD University of Hawai'i at Mānoa (1994).

Jan Rensel, a cultural anthropologist, joined the center in late 2001. Prior to conducting doctoral research on the island of Rotuma, in Fiji, she worked for several years in environmental education. In addition to a coedited book on the social implications of housing change, she has published several articles on socioeconomic change and migrant communities, including some with her husband, Professor Emeritus, Alan Howard. Their book, *Island Legacy: A History of the Rotuman People*, was published in 2007. Besides serving as managing editor of the Pacific Islands Monograph Series and *The Contemporary Pacific: A Journal of Island Affairs*, Dr. Rensel enjoys working with students to improve their writing skills.

### Outreach Coordinator

Letitia Hickson, Pacific Islands Studies; PhD Harvard University (1975).

Letitia Hickson, a cultural anthropologist, conducted research on dispute settlement in the Pacific and on multiple versions of reality in a medical setting in Hawai'i. She moved to Hawaii in 1977, was a postdoctoral fellow in the Department of Psychiatry at the John A. Burns School of Medicine, and joined the Center for Pacific Islands Studies in 1987. As outreach coordinator she organizes public programs designed to promote an awareness of Pacific histories and issues, locally, nationally, and internationally. Dr Hickson has served as Reviews Editor for *The Contemporary Pacific*, and currently edits the center's newsletter, *Pacific News from Mānoa*.

### Teaching Assistant

James Viernes, PhD student Dept of History; CPIS MA alum.

## **I. Coverage of Courses by Faculty**

See Appendix F ("CPIS Undergraduate Instruction Plan 2010-2013").

## **J. Outreach College Offerings**

Beginning in Spring 2010, CPIS will offer PACS 108 through Outreach College in two formats, depending on enrollment: (1) face-to-face in the evening, and (2) online. Outreach College course are funded through tuition receipts and *no additional funds are required*.

## **K. Program Interaction and Enrichment Opportunities**

Student majors will benefit from the other programs at the Center for Pacific Islands Studies. The CPIS outreach program regularly sponsors noontime seminars, guest lecturers, and visiting writers, artists, and scholars who visit classes and interact with students. The outreach program also maintains regular contact with Hawai'i educators in order to provide resources and share information. This contact enhances opportunities for service learning and community collaboration for students. The center's publication program, which includes *The Contemporary Pacific*, the Pacific Islands Monograph Series, and the Occasional Paper series, provides access to the latest research on contemporary issues in the Pacific Islands region. Students in the MA and Certificate programs provide role models for professional development and appropriate research practices. Alumni of the MA program are employed in various positions throughout the



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state, and region, and offer opportunities for student networking, as well as possible employment or service options. The student-run Pan Pacific Association, whose officers are typically CPIS graduate students, is an organization that can also offer collegial support, service opportunities, and a community to undergraduate students, especially underserved Pacific Islanders at UH.



## VI. STUDENT ENROLLMENT AND DEMAND

### A. Intended Student Population

The program is intended to attract three groups of students. These include (1) students seeking academic training toward advanced degrees; (2) heritage students with genealogical connections to the Pacific; and (3) students interested in public policy leadership and community engagement through other fields that work closely with Pacific Islanders, e.g., education, health care, social work, counseling, public administration, and social research. The students will come from Hawai'i, the continental US, and Pacific Island nations and territories, and the program is anticipated to articulate closely with offerings at Kapi'olani Community College, UH West O'ahu, and UH-Hilo.

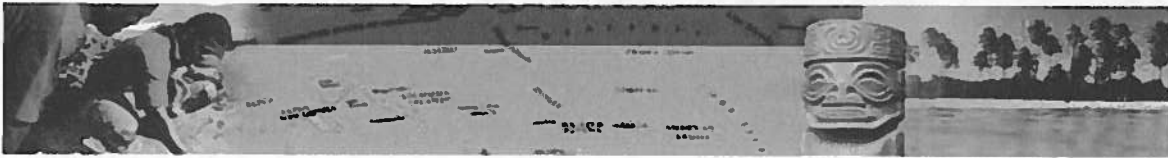
### B. Demand, Growth, and Evidence of Student Interest

Students have demonstrated strong interest in PACS 108 *Pacific Worlds* since this core course was first offered in Spring 2008. Numbers have expanded from 46 who signed up for the initial offering to 86 registered students in Fall 2009. A total of 240 students have taken the course since it was introduced. Of the PACS 108 students surveyed in Spring 2009, 25 percent expressed interest in taking more Pacific-related courses, and the same number said they would be interested in majoring in Pacific Islands Studies. The survey in Fall 2009 yielded remarkably similar results: 24 percent said they planned to take more Pacific-related courses, and 27 percent expressed interest in majoring in the field. If all of these students remain interested, then there may already be as many as 60 potential majors pursuing course work at UHM. Even if only a portion of these students actually decide the major in Pacific Islands Studies, we are confident that the number will grow over time as the program becomes more established. It is instructive to note that the number of majors for the long-established BA in Asian Studies is about 100, while that for the BA in Hawaiian Studies is 110.

The general education requirement of a Hawaiian, Asian, Pacific (HAP) focused course contributes to the need for undergraduate offerings of Pacific Islands Studies courses. PACS 108 *Pacific Worlds* fulfills the H focus requirement and has been offered for four semesters at close to full capacity. Interestingly, many of the PACS 108 students have already fulfilled the H requirement through HWST 107 prior to taking the PACS 108 class, indicating a role for PACS 108 to complement HWST 107 and provide an introduction to *both* Hawaiian and Pacific studies.

The growing Pacific Islander populations in the University of Hawai'i system make up approximately 30 to 40 percent of current PACS 108 students. We anticipate even larger enrollments of this population as the number of sections increase. In Fall 2006, there were 2,440 heritage students with genealogical connections to the Pacific at Mānoa, an increase of 26 percent since 1999. Nearly 75 percent of these students were undergraduates.

In terms of graduate studies, many incoming MA students lack the required preparation for graduate work in the field of Pacific Islands Studies. Without an undergraduate program of



preparation, many graduate students enroll as unclassified students in order to meet the requirements of 12 undergraduate credits with a Pacific Islands emphasis.

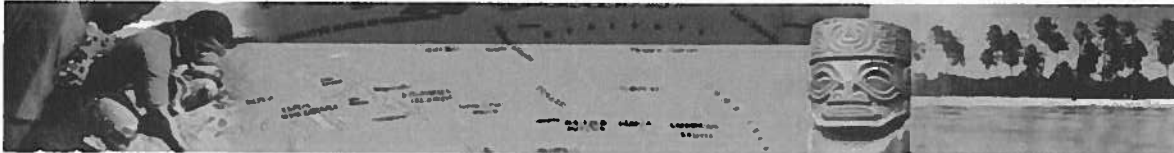
In offering an interdisciplinary approach to Pacific Islands Studies at the undergraduate level, the center will meet the needs of our future graduate students as well as those of the broader undergraduate student body.

### **C. Majors and Service to Non-Majors**

The introduction of the BA in Pacific Islands Studies enables undergraduate students to undertake a rigorous course of study that provides critical analytical skills, linguistic training, specialized cultural and social expertise, as well as an awareness of cultural diversity and service. Majors will benefit from the well-organized course offerings, the small class sizes (approximately 20-30 students), the interaction with faculty of the highest levels, and strong community connections that encourage putting academic learning into action.

Non-majors will benefit from the broad introductions to the region (PACS 108), to the more specific courses on globalization (PACS 201) and diaspora (PACS 202) in the Pacific, and particularly in the 300-level anchor courses, which engage students with Pacific-centered emphases on creativity, contemporary issues, and community. These offer comparative perspectives that complement materials in other area studies programs, and specialized knowledge to enhance fields such as social work, public health, education, and nursing. The PACS 108, 201, and 202 courses were collaboratively designed to support curriculum development across the UH system. PACS 108 is currently taught at UHWO and Kapi'olani CC as well as at Mānoa. PACS 201 is taught at UHWO and plans for teaching both the 201 and 202 at other campuses are in discussion. Courses such as these also enhance the unique appeal of UH, which has such specialized knowledge across so many disciplines that it can offer the *only* graduate (and undergraduate) degree programs in Pacific Islands Studies in the US. *The quality and availability of faculty across disciplines with specialization in the Pacific Islands at the University of Hawai'i is unrivaled elsewhere.*

The expansion of undergraduate courses in Pacific Islands Studies benefits both majors and non-majors, enhances student interest in the courses, and furthers the mission of the Center—to promote informed understanding of Oceania and issues of concern to Pacific Islanders. Not only are PACS courses attracting students from many disciplines (see survey results, Appendix C), but the electives for majors increase the number of students enrolled in 200- to 400-level elective courses in other departments. In addition, we anticipate that the BA program will also increase enrollments at the MA level. Many of our MA graduates pursue a PhD in a related discipline such as history or anthropology at UH to continue their Pacific Islands scholarship. At this time, no educational institutions in the nation offer a PhD in Pacific Islands Studies.



## VII. RESOURCE REQUIREMENTS

### A. Operating Funds

The Center for Pacific Islands Studies depends on a National Resource Center federal grant to supplement its university budget. Profits from the offerings of Outreach College courses are anticipated to contribute minimally to sustain operations. The CPIS staff has implemented policies to limit operating costs. These include digitizing documents into PDF files for email vs fax transmission, printing on recycled paper, sharing documents online via a Laulima worksite, and using Skype technology for conference/long-distance calls when possible. The center also participates in Mānoa's Green days.

### B. Space and Facilities

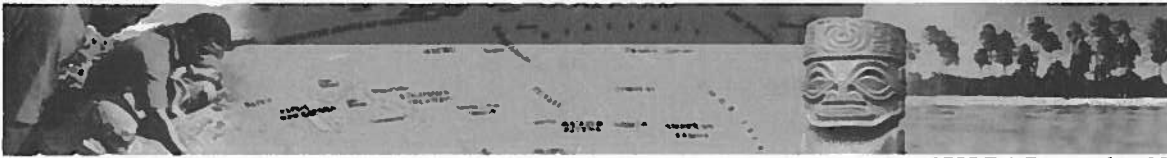
In order to meet the need for lecturer and teaching assistant office space, CPIS reconfigured its available space in Spring 2009 to prepare for this necessity. *No additional resources are required initially. However, as enrollments increase we may need more office space to accommodate additional lecturers.*

### C. Faculty

*No new faculty are required to establish the BA in Pacific Islands Studies.* CPIS has recently hired an associate professor, an assistant professor, and a junior specialist who will be teaching the core courses. Ideally, the center may require an additional FTE to ensure the ultimate success of the program. The center has 35 affiliate faculty members, many of whom regularly teach courses that qualify as electives for the BA.

#### Current Affiliate Faculty

ANDREW R. ARNO, Professor, Department of Anthropology  
MARY BOYCE, Assistant Professor, Department of Indo-Pacific Languages and Literatures  
WILLIAM CHAPMAN, Professor, Department of American Studies  
DAVID A. CHAPPELL, Associate Professor, Department of History  
STUART DAWRS, Pacific Specialist, UH Hamilton Library  
LUCIUS G. ELDREDGE, Invertebrate Zoologist, Bishop Museum  
LYNETTE FURUHASHI, Pacific Specialist, UH Hamilton Library  
JON GOSS, Professor, Department of Geography  
MICHAEL P. HAMNETT, Director, Research Corporation of the University of Hawai'i  
DAVID HANLON, Professor, Department of History  
TERRY L. HUNT, Professor, Department of Anthropology  
LILIKALĀ KAME'ELEIHIWA, Professor, Kamakakūkalani Center for Hawaiian Studies  
NANCY D. LEWIS, Director of Research, East-West Center  
NAOMI LOSCH, Associate Professor, Kawaihuelani Center for Hawaiian Language  
MARGARET MAAKA, Associate Professor, College of Education  
JOHN F. MAYER, Associate Professor and Interim Chair, Department of Indo-Pacific Languages and Literatures  
WILL C. MCCLATCHEY, Professor, Department of Botany  
DAVIANNA MCGREGOR, Professor, Ethnic Studies Program



JANE FREEMAN MOULIN, Professor of Ethnomusicology, Department of Music  
JONATHAN KAMAKAWIWO'OLE OSORIO, Professor, Kamakakūokalani Center for  
Hawaiian Studies  
YUKO OTSUKA, Associate Professor, Department of Linguistics  
KAREN M. PEACOCK, Curator, Pacific Collection, UH Hamilton Library  
ALBERT B. ROBILLARD, Professor, Department of Sociology and Social Science Research  
Institute  
BARRY V. ROLETT, Professor, Department of Anthropology  
NOENOE K. SILVA, Associate Professor, Department of Political Science  
CAROLINE SINAVAIANA, Associate Professor, Department of English  
ROBERT SULLIVAN, Associate Professor, Department of English  
TY KĀWIKĀ TENGAN, Associate Professor, Ethnic Studies Program and Department of  
Anthropology  
NICHOLAS THIEBERGER, Assistant Professor, Department of Linguistics  
HAUNANI-KAY TRASK, Professor, Kamakakūokalani Center for Hawaiian Studies  
FAYE F. UNTALAN, Associate Professor, School of Medicine, Department of Public Health  
Sciences and Epidemiology  
JON M. VAN DYKE, Professor of Law, William S Richardson School of Law  
DEBORAH WAITE, Professor, Department of Art and Art History  
JACK H. WARD, Associate Professor, Department of Indo-Pacific Languages and Literatures  
GEOFFREY M. WHITE, Professor and Chair, Department of Anthropology

The center hired a graduate teaching assistant in spring 2008 to help in the teaching of PACS 108. In Fall 2010, CPIS will hire a lecturer to assist in the teaching of courses for the BA degree as enrollment increases and one full-time faculty member goes on leave for two years. *Funding for the lecturer position and continued funding for the TA will come from the salary of the faculty on leave without pay through Spring 2013.* (See Appendix E: "CPIS Course Plan 2010-2013.")

#### **D. Library**

*No new library resources are anticipated.* The Pacific Collection in the Hamilton Library is the most comprehensive collection of materials on the Pacific anywhere in the world. The NRC grant has provided continuous funding for Pacific-centered library resources since the center's first award in 1973.

#### **E. Administrative Support**

CPIS currently has one full-time office administrative assistant, and one half-time, federally funded administrative position. In the new grant application (2010–2014) we are seeking a half-time Web technician to free up the current half-time assistant to increase support for undergraduates. *No additional funding is required.*

#### **F. Total Funds**

*No new funding is required in the six year period.*

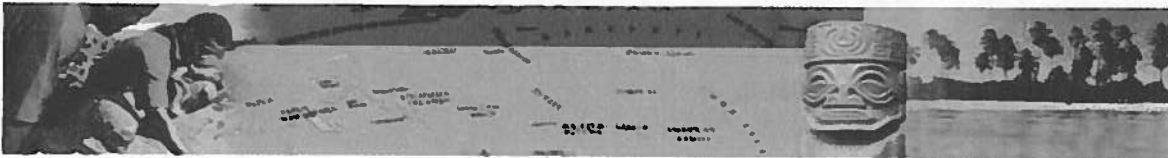


**G. Expected Source of Funds (Development and Fundraising)**

As a National Resource Center, CPIS has received federal funding continuously since 1973. In the current year (2009-10) the center received a total of \$394,500, which includes \$135,000 for campus-wide FLAS scholarships.

Funding support for graduate and undergraduate CPIS student fieldwork was solicited and received in 2009, resulting in the establishment of the Na Nei Tou I Loloma Research Award (\$5,000 per year).

Alumni networks are being strengthened via the CPIS Web site, email listserves, and future Internet social networking. An international alumni conference is planned for Fall 2010 to celebrate the 60<sup>th</sup> anniversary of Pacific Islands Studies program at UH, and to discuss our new emphases on undergraduate education, strengthening community ties, and service learning. A new Web position is planned to contribute to development possibilities, improved accessibility, and greater efficiency.



## VIII. PROGRAM EFFICIENCY

### **A. Efficiency and Growth**

The proposed BA is a particularly efficient program. It takes advantage of existing faculty positions, federal grant funds, and revenue generated through Outreach College to expand Student Semester Hours. The SSH will increase from 900 to over 3200 in six years. In academic year 2010-2011, we will have introduced 5 of our 7 planned courses, and our faculty will be teaching 15 undergraduate classes. By 2015-2016, we will consistently teach 7 undergraduate courses and regularly offer 18 classes per year.

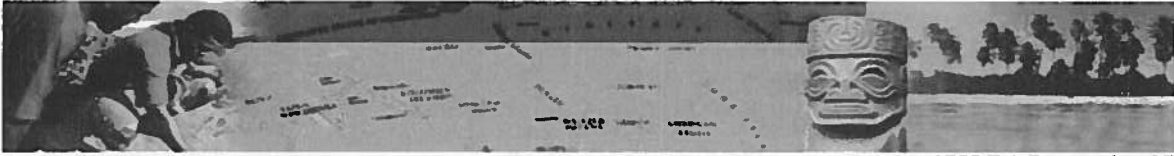
### **B. Academic Cost and Revenue Template for Program**

*Please see the following two pages.*



A	B	C	D	E	F	G	H	I	J	K
1	Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years)									
2										
3	ENTER VALUES IN YELLOW CELLS ONLY									
4	CAMPUS/Program	Manoa/Center for Pacific Islands								
5		Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 5 yrs for Doc								
6		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
7	ENTER ACADEMIC YEAR (i.e., 2004-05)	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16			
8	Students & SSH									
9	A. Headcount enrollment (Fall)	20	30	40	50	60	70			
10	B. Annual SSH	900	1,440	2,040	2,700	3,240	3,240			
11										
12	Direct and Incremental Program Costs Without Fringe									
13	C. Instructional Cost without Fringe	\$ 147,150	\$ 153,296	\$ 141,179	\$ 165,805	\$ 172,437	\$ 179,334			
14	C1. Number (FTE) of FT Faculty/Lecturers	2.25	2.25	2.00	2.25	2.25	2.00			
15	C2. Number (FTE) of PT Lecturers									
16	D. Other Personnel Costs	\$ 14,957	\$ 15,555	\$ 29,914	\$ 31,110	\$ 32,354	\$ 33,648			
17	E. Unique Program Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
18	F. Total Direct and Incremental Costs	\$ 162,107	\$ 168,851	\$ 171,093	\$ 196,915	\$ 204,791	\$ 212,982			
19										
20	Revenue									
21	G. Tuition	\$ 284,400	\$ 504,000	\$ 714,000	\$ 945,000	\$ 1,134,000	\$ 1,023,840			
22	Tuition rate per credit	\$ 316	\$ 350	\$ 350	\$ 350	\$ 350	\$ 316			
23	H. Other	\$ 20,800	\$ 21,632	\$ 22,497	\$ 23,397	\$ 24,333	\$ 25,306			
24	I. Total Revenue	\$ 305,200	\$ 525,632	\$ 736,497	\$ 968,397	\$ 1,158,333	\$ 1,049,146			
25										
26	J. Net Cost (Revenue)	-143,093	-356,781	-565,404	-771,482	-953,542	-836,164			
27										
28										
29										
30	Program Cost per SSH With Fringe									
31	K. Instructional Cost with Fringe/SSH	\$ 217	\$ 141	\$ 92	\$ 82	\$ 71	\$ 74			
32	K1. Total Salary FT Faculty/Lecturers	\$ 136,508	\$ 142,226	\$ 129,867	\$ 153,832	\$ 159,985	\$ 166,384			
33	K2. Cost Including Fringe of K1	\$ 184,283	\$ 192,005	\$ 175,050	\$ 207,673	\$ 215,980	\$ 224,618			
34	K3. Total Salary PT Lecturers	\$ 10,644	\$ 11,070	\$ 11,512	\$ 11,973	\$ 12,452	\$ 12,950			
35	K4. Cost Including fringe of K3	\$ 11,176	\$ 11,624	\$ 12,098	\$ 12,572	\$ 13,075	\$ 13,598			
36	L. Support Cost/SSH	\$ 469	\$ 469	\$ 469	\$ 469	\$ 469	\$ 469			
37	Non-Instructional Exp/SSH	\$ 551	\$ 551	\$ 551	\$ 551	\$ 551	\$ 551			
38	System-wide Support/SSH	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72			
39	Organized Research/SSH	\$ 154	\$ 154	\$ 154	\$ 154	\$ 154	\$ 154			
40	M. Total Program Cost/SSH	\$ 686	\$ 610	\$ 561	\$ 551	\$ 540	\$ 543			
41	N. Total Campus Expenditure/SSH	\$ 942	\$ 942	\$ 942	\$ 942	\$ 942	\$ 942			
42										
43	Instruction Cost with Fringe per SSH									
44	K. Instructional Cost/SSH	\$ 217	\$ 141	\$ 92	\$ 82	\$ 71	\$ 74			
45	O. Comparable Cost/SSH	\$ 302	\$ 302	\$ 302	\$ 302	\$ 302	\$ 302			
46		Hawaiian Studies Program used for comparison.								
47										
48	Reviewed by campus VC for Administrative Affairs:	(date)								
49	Instructions									
50	Please include an explanation of this template in your narrative.									

A	B	C	D	E	F	G	H	I	J	K
51	Headcount Enrollment: Headcount enrollment of majors each Fall semester. Located at uri: <a href="http://www.ilo.hawaii.edu/maps/mltities.asp">http://www.ilo.hawaii.edu/maps/mltities.asp</a>									
52	Annual SSH: Course Registration Report located at <a href="http://www.ilo.hawaii.edu/maps/mltities.asp">http://www.ilo.hawaii.edu/maps/mltities.asp</a> . Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including to non-majors.									
53	Instructional Cost without Fringe (automated calculation): Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column D: =IF(OR(D32<>""),D32+D34,"")									
54	C1. Number of full time faculty and lecturers who are ≥.5 FTE.									
55	C2. Number of part time lecturers who are <.5 FTE.									
56	Other Personnel Cost: Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.). This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.									
57	Unique Program Cost: Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter.									
58	Total Direct and Incremental Cost: C + D + E *Formula for column D: =IF(OR(D13<"",D16<>0,D17<>0),SUM(D13,D16,D17),"")									
59	G. Tuition: Annual SSH X resident tuition rate/credit *Formula for column D: =IF(D10>0,D10*D22,"")									
60	H. Other: Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.									
61	I. Total Revenue: G + H *Formula for column D: =IF(OR(D21<"",D23<>0),SUM(D21,D23),"")									
62	J. Net Cost: F - I This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost.) If there is a net cost, please explain how this cost will be funded. *Formula for column D: =IF(AND(D18<"",D24<>""),D18-D24,"")									
63	K. Instructional Costs with Fringe/SSH: (K2 + K4) / B *Formula for column D: =IF(D10<>""),(SUM(D33,D35)/D10),"")									
64	K1. Salaries without Fringe of Full Time Faculty and Lecturers who are ≥ .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.									
65	K2. K1 X 1.35 Formula for column D: =IF(D32<"",D32*1.35)									
66	K3. Salaries without Fringe for Lecturers who are < .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.									
67	K4. K3 X 1.05 Formula for column D: =IF(D34<"",D34*1.05)									
68	L. Support Cost/SSH: The campus' non instructional expenditure/ssh + systemwide support - organized research (UHM only) as provided by UH Expenditure Report ( <a href="http://www.hawaii.edu/budget/expend.html">http://www.hawaii.edu/budget/expend.html</a> ) *Formula for column D: =IF(OR(D37>0,D38>0,D39>0),D37+D38-D39,"")									
69	For example, from the 2005-06 UH Expenditure Report, the support expenditure/ssh per campus is:									
70										
71										
72										
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76										
77										
78										
79										
80										
81										
82										
83	M. Total Program Cost/SSH: K + L *Formula for column D: =IF(OR(D31<>"",D36<>""),D31+D36,"")									
84	N. Total Campus Expenditure/SSH: Taken from UH Expenditures Report For example, for 2005-2006: UHM = \$799-112 (organized research) = \$687, UHH = \$528, UHWO = \$429, HawCC = \$329, HonCC = \$375, KapCC = \$300, KauCC = \$677, LeeCC=\$279, Maui CC=\$385, WinCC=\$442									
85	O. Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditures Report ( <a href="http://www.hawaii.edu/budget/expend.html">http://www.hawaii.edu/budget/expend.html</a> ) or campus data, as available. Please note in the space provided, the program used for the comparison.									
86										
87	Rev. 04/03/09									



**C. Narrative for Academic Cost and Revenue Template**

- a. The anticipated number of majors is approximately 25% of the enrollment of PACS 108, as noted in 3 surveys, conducted in Fall 2008, Spring 2009, and Fall 2009. As the number of sections of PACS 108 expands, we anticipate a gradual increase in majors. Even so, *the numbers reported here are conservative.*
- b. The Annual SSH was determined by multiplying the student semester hours offered each year (for example, in 2010–2011 there will be 15 classes offered for 3 credits each (45 possible hours) multiplied by the number of majors anticipated (ex. 20), resulting in 900 SSH.
- c. The salary figures are those of 1 associate professor at .75 time (teaching 1 grad level course per year), 1 assistant professor at full time, and 1 half-time junior specialist (2.25 FTE in total). The years with 2.0 FTE, the assistant professor will teach one graduate-level course, reducing her cost to the undergraduate program by .25, and the junior specialist will teach the additional course.
- d. Other personnel costs include 1 teaching assistant in 2010–2012, and an additional teaching assistant beginning in 2012–2013. Salaries for the graduate teaching assistant and a lecturer (see K3) will come from redirecting faculty salary and the Center's National Resource Center federal grant funds.



## IX. ASSESSMENT PLAN FOR PROGRAM EFFECTIVENESS

### **A. Program Assessment – Student Learning**

Undergraduate course offerings will be assessed in order to measure student performance toward course SLOs and well as program outcomes. This process is being implemented gradually and a review of course outcomes will be conducted for the first time in Spring 2010 by the CPIS curriculum committee. In Spring 2010 the committee will develop rubrics to be used in assessment of student coursework and, later, for program review. Student samples will include written essays, self-assessments, embedded course materials (ex. quizzes and tests), as well as exit interviews with seniors, and senior capstone presentations and papers. CPIS is expanding its alumni network and plans to further collaborate with MA and later, BA, alums in assessment processes.

Data will be gathered for program review as the number of enrolled majors increases, and as new courses are developed and offered (see CPIS Undergraduate Instruction Plan 2010–2013 and CPIS BA Curriculum Map [Appendixes F and J]). The first review of program SLOs 1 and 2 is planned for Spring 2011. SLOs 3 and 4 are to be reviewed in Spring 2012, and SLO 5 will be reviewed in Fall 2013, at which time all new courses will have been offered.

### **B. Program Assessment – Service Learning**

As our service-learning component is developed, undergraduate faculty are establishing SLOs for service learning and identifying means of assessing this area of our program. Not only are student performance, learning, and participation evaluated in the undergraduate courses, but service-learning outcomes are introduced, refined, mastered, and assessed through the curriculum. To date, the service-learning committee has drafted initial measurements by which to assess the service-learning components of their courses:

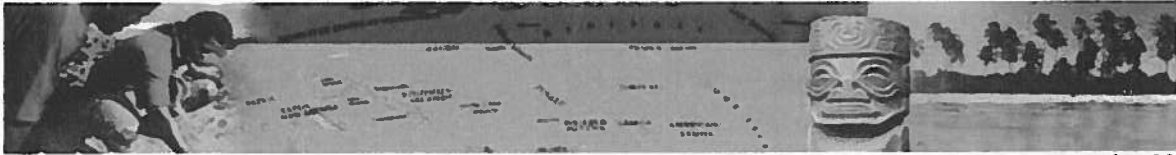
**Community Voice:** Are students meeting a need in the community? Is this short-term or long-term assistance, or contributing toward a lasting solution? Are community partners consulted and collaborating in goals and outcomes?

**Orientation and Training:** Are students involved in the planning? Who is involved with their orientation and training? How early does it take place: at the beginning, or as the need arises?

**Meaningful Action:** Are students learning content and skills (meeting curricular objectives) through service learning? Are students involved in defining and assessing outcomes?

**Reflection:** Are students reflecting throughout the service learning? Does the reflection lead to incorporating new content, or addressing new skills acquisition?

**Evaluation:** Are students developing responsibility through development, coordination and implementation of service learning?



## X. COURSE DESCRIPTION

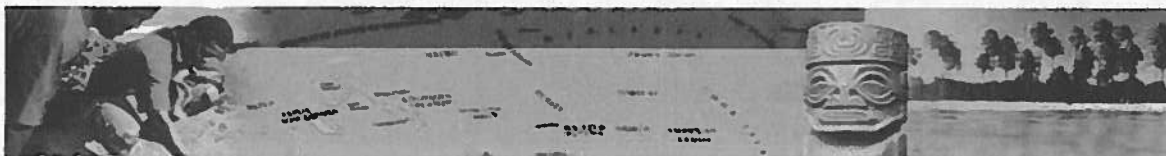
### A. PACS Courses

Online: <http://www.catalog.hawaii.edu/courses/departments/pacs.htm>

CPIS Web site: <http://hawaii.edu/cpis/>

### B. Relationship of Courses to Student Learning Objectives

(See Appendix J: "CPIS BA Curriculum Map")



## **XI. APPENDICES**

- A. Comparison of University/Program Degrees**
- B. Interdisciplinary Studies/CPIS BA interim process**
- C. Student Survey Results (ex. ethnicity, academic status, major, service to non-majors)**
- D. Invited Presentations/Training to State Agencies regarding Pacific Islander Services**
- E. CPIS Course Plan 2010-2013**
- F. CPIS Undergraduate Instruction Plan 2010-2013**
- G. UH System Articulation Agreement**
- H. Sample CPIS Web site Pages / Brochure**
- I. PACS Syllabi: 108, 201, 202**
- J. CPIS BA Curriculum Map**
- K. Requested Letters of Support**

## **APPENDIX A. Comparison of University/Program Degrees**

### **Similar degrees in UH system:**

At UH Mānoa, interdisciplinary Bachelor of Arts degrees are offered in Hawaiian Studies, Asian Studies, and Ethnic Studies among others. Currently a “major equivalent” in Pacific Islands Studies is available through the BA program in Interdisciplinary Studies, where students select from a list of courses in various disciplines. The Bachelor of Arts in Pacific Islands Studies is intended to replace the major equivalent in Interdisciplinary Studies.

Only three other UH campuses offer Pacific Islands Studies concentrations or certificates. Kapi`olani Community College offers an Associate in Arts degree in Liberal Arts with a possible certificate in Asian Studies or Hawaiian Studies or Pacific Islands Studies. The current articulated version of PACS 108 course has been taught every semester at KCC since fall 2007, though previous versions of the course have been taught since 2004. The possibility of adding the PACS 201 and 202 courses is currently in discussion. The establishment of the BA in Pacific Islands Studies at UH Mānoa would enable a “pre-transfer” track for these students who choose to continue studies toward the BA. Currently pre-transfer tracks at KCC exist in multiple disciplines, such as Biology, Engineering, and Education.

UH West O`ahu offers a BA major in Humanities with a concentration option in Hawaiian-Pacific Studies. Instructors began teaching PACS 108 at UHWO in spring 2009. Currently the 36 required credits for this certificate are 300 and 400 level courses.

UH Hilo’s Humanities Division offers an optional certificate in Pacific Islands Studies that is adjunct to a student’s major. UH Hilo’s Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language offers BA and MA degrees in Indigenous Language and Culture Education, Hawaiian Language and Literature, and also a PhD in Hawaiian and Indigenous Language Culture Revitalization.

Hawai`i CC offers an AA degree in Hawaiian Studies, but currently has no Pacific Islands Studies courses. Similarly neither Kauai Community College nor Maui Community College offer courses in Pacific Islands Studies.

## Center for Pacific Islands Studies: Courses, Requirements, and Advising

### Welcome to the major in Pacific Islands Studies

Congratulations on your preliminary acceptance as a CPIS BA Major. On your approval application is the name of the CPIS faculty advisor you have been assigned. You **MUST** contact your CPIS advisor as soon as possible to review the requirements for completing the major, and to begin drafting an Academic Plan of the courses you will take to satisfy those requirements. The Academic Plan should be drafted in the form designated by Interdisciplinary Studies (see [www.hawaii.edu/is](http://www.hawaii.edu/is)). Once it is approved by your CPIS advisor, it can be taken to IS for their review and approval. Only when your Academic Plan is approved by CPIS and IS do you become a CPIS BA Major.

To complete the CPIS BA, students must design a detailed and acceptable academic proposal, with adequate CPIS faculty counseling, consisting of 33 credit hours that emphasizes one of the three CPIS BA tracks, includes the required core of CPIS courses, and is supplemented with approved elective courses from at least two other related departments. Students must also ensure that their academic proposal satisfies the Interdisciplinary Studies program guidelines for self-designed majors, and that all required advising sessions with IS are met.

### Required Core and Elective Courses for All Majors

#### 1. Core (9 credits)

- 3 credits: PACS 108 Pacific Worlds
- 3 credits: PACS 201 Islands of Globalization
- 3 credits: PACS 202 Oceania on the Move

#### 2. Elective (9 credits)

- 3 credits: One of:
  - ANTH 350 Pacific Island Cultures
  - ANTH 323 Pacific Island Archaeology
- 3 credits: One of:
  - HIST 288 Survey of Pacific Islands History
  - HIST 481 Pacific Islands I
  - HIST 482 Pacific Islands II
- 3 credits: One of:
  - ANTH 350 Pacific Island Cultures
  - ENG/PACS 370 Literature of the Pacific
  - ECON 418 Pacific Island Economies
  - ES 392 Change in the Pacific/ Polynesia
  - GEOG 365 Geography of the Pacific
  - HIST 288 Survey of Pacific Islands History
  - HIST 481 Pacific Islands I
  - HIST 482 Pacific Islands II
  - HIST 483 The United States in the Pacific
  - HIST 495d History colloquium: History in Oceania
  - LLEA 371 Europeans in the Pacific
  - POLS 307o Topics in Comparative Politics: Pacific Islands
  - PACS 491 The Contemporary Pacific

18 credits TOTAL

#### 3. Concentration requirement (9 credits)

##### *Public Policy and Community Development in Hawai'i*

- 3 credits: Required core: PACS 301 Pacific Islander Communities in Hawaii

6 credits: Two of:

- ANTH 481 Applied Anthropology
- ANTH 370 Ethnographic Field Techniques
- ANTH 419 Indigenous Anthropology
- ES 310 Ethnicity and Community: Hawai'i

- PACS 495 Encountering Tourism in Asian-Pacific Societies
- POLS 306 Comparative Politics of Developing Countries
- PH 301 "Introduction to Public Health Issues" (2 credits)
- ITE 360 Introduction to Multicultural Education
- ITE 440 Curriculum Implications of Multicultural Education

### *Contemporary Issues*

3 credits: Required core: PACS 302 Issues in Oceania  
6 credits: Two of:

- Electives:
- POLS 306 Comparative Politics of Developing Countries
- POLS 304 Indigenous Politics
- HIST 482 Pacific Islands II
- GEOG 365 Geography of the Pacific
- GEOG 468 Topics in Geography
- ES 392 Change in the Pacific: Polynesia
- ES 320 Hawai'i and the Pacific
- AMST 474 Preservation: Hawai'i, Asia, and the Pacific
- ANTH 316 Anthropology of Tourism
- ANTH 430 Human Adaptation to the Sea
- ANTH 447 Polynesian Cultures
- OCN 310 Global Environmental Change
- ASAN/PACS 495 Encountering Tourism in Asian-Pacific Societies

### *Culture, Arts, and Performance*

3 credits: Required core: PACS 303 Creativity and Cultural Identity in Oceania

6 credits: Two of:

- PACS 494 Culture and Consumption in Oceania
- ES 320 Hawai'i and the Pacific
- ANTH 447 Polynesian Cultures
- IP 369b Study Abroad: Western Samoa
- IP 395 Polynesian Folklore in Translation
- IP 427 Topics in Samoan Literature
- IP 427b Writings of Albert Wendt
- IP 427c Samoan Women Writers
- MAO 261 Maori Literature and Culture
- MAO 361 Modern Maori Literature and Culture
- MAO 384 Maori Language and the Performing Arts
- ART 475o Art of the Pacific: Melanesia, Micronesia, Polynesia
- MUS 311j Tahitian Ensemble
- MUS 311k Oceanic Ensemble
- MUS 478i Musical Cultures: Music of Polynesia
- PACS 370/ENG 371 Literature of the Pacific
- ENG 470 Studies in Asia/Pacific Literature
- ENG 479 Modern Pacific Women's Poetry
- ACM 480 Oceania Media and Culture
- PACS 462 Drama and Theatre of Oceania

#### 4. Language requirement (variation of the General Education requirement)

*Four semesters of an indigenous Pacific language. The Pacific Islands language requirement will be waived for native speakers.*

Chose from:

Tongan, Samoan, Maori, Tahitian, Chamorro, or Hawaiian.

#### 5. Senior Capstone Experience (3 credits)

3 credits: PACS 401 -Senior Integrative Seminar

#### The Steps for Creating an Academic Proposal:

Review the requirements and courses that will satisfy the Major Equivalent for a CPIS BA through IS. Make a preliminary selection of the courses you think would best satisfy your interests and challenge your learning in Pacific Islands Studies. Keep in mind courses in other departments may not be offered every semester (some not every year) and may carry prerequisites. You will have the responsibility of meeting those prerequisites, or having them waived by the instructor.

Compose a draft of an IS Proposal Statement that describes and justifies your pursuit of a Pacific Islands Studies major. Be prepared to explain how the courses you are selecting would make up a coherent and rigorous academic study.

Schedule an appointment with your CPIS advisor to review the proposal

Once approved at CPIS, the proposal must also be reviewed and approved by the Interdisciplinary Studies Program.

**ONLY** after those approvals are you officially a Pacific Islands Studies major.



**Student Enrollment for PACS108: Pacific Worlds (Fall 2008)**

	Number	Percent
Number of Students Enrolled	46*	100
Number of Students non-Local to Hawaii	19	45
Number of Pacific Heritage Students	16	38
Number of Pacific Heritage Students non-Local to Hawaii	7	43

\*Although there are 46 students enrolled, percentages are calculated for 42 active students *only*.

**Class Standing for PACS108 Students (Fall 2008)**

	Number	Percent
Freshmen	6	14
Sophomore	8	19
Junior	22	52
Senior	6	14
<b>TOTAL</b>	<b>42</b>	<b>100*</b>

\*Percentages do not sum precisely to 100 due to rounding error.

**Major for PACS108 Students (Fall 2008)**

<b>Bachelor of Arts (BA)</b>	<b>36</b>
General Arts and Science	11
Sociology	2
Political Science	1
English	1
History	1
General (pre-Business)	6
General (pre-Medical)	1
General (pre-Mathematics)	1
Journalism, School of Communications	1
Communication	1
Asian Studies	1
Japanese East Asian Language & Literature	2
Hawaiian, Hawaiian Language	1
Art & Art History	5
Theatre, Theatre & Dance	1
<b>Bachelor of Science (BS)</b>	<b>5</b>
Marine Biology	1
Biology	1
Global Environmental Science	1
Computer Science	1
Apparel Production Design & Merchandise	1
<b>National Exchange Student</b>	<b>1</b>
<b>TOTAL</b>	<b>42</b>

**PACS 108 Student Questionnaire**

The Center for Pacific Islands Studies (CPIS) is conducting a brief study on student interest in pursuing a BA or MA in Pacific Studies and whether Pacific Islands courses are relevant toward your educational and career goals. On behalf of the center, I would like to thank you for your participation in this survey.

Background Information

1. What is your class standing?

Freshman	Sophomore	Junior	Senior	Other (describe)

2. What is your degree, major, and area of focus?

(example, BA)	(example, Hawaiian Studies)	(example, Language)

3. Please describe the type of occupation you are hoping to pursue? \_\_\_\_\_

\_\_\_\_\_

4. Please list/describe your ethnic background in either or both columns below:

Non-Pacific Islander	Hawaiian/Pacific Islander

5. Please list/describe places where you were raised for most of your upbringing in either or both columns below:

Places outside the Pacific Region	Places in the Pacific Region

Student Interest

6. Is PACS108 the only H-focus course you have taken?

No (list other H-focus courses) \_\_\_\_\_  
\_\_\_\_\_

Yes \_\_\_\_\_

7. Do you plan to take other Pacific Islands courses?

No \_\_\_\_\_

Yes (list course name and number) \_\_\_\_\_  
\_\_\_\_\_

8. Would you be interested in pursuing a BA in Pacific Islands studies?

No \_\_\_\_\_

Yes \_\_\_\_\_

9. Would you be interested in pursuing a MA in Pacific Islands studies?

No \_\_\_\_\_

Yes \_\_\_\_\_

10. Do Pacific Islands classes contribute to your educational pursuits?

No \_\_\_\_\_

Yes (please describe) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Do Pacific Islands classes contribute to your occupational pursuits?

No \_\_\_\_\_

Yes (please describe) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Additional comments:

\_\_\_\_\_  
\_\_\_\_\_

**PACS 108 Student Questionnaire**  
**Developed by Lola Quan Bautista and Julie Walsh Kroeker,**  
**Administered by James Viernes on 9 April 2009**

<b>1. Class Standing</b>		
Freshmen	11 (20)	
Sophomore	19 (34)	
Junior	14 (25)	
Senior	10 (18)	
Other	1	(Senior Program)
<b>TOTAL</b>	<b>55</b>	
<b>4. Ethnic Background</b>		
Non-Pacific Islander	32 (58)	
Some/Pacific Islander	23 (41)	
<b>TOTAL</b>	<b>55</b>	
<b>5. Where raised?</b>		
US Continent	20 (36)	(and Hong Kong, Eur., Japan, Oki.)
Hawaiian Islands	26 (47)	(and Korea and US Continent)
Pacific Region and Other	6 (10)	
Pacific Region Only	2 (03)	
Other	1	(China)
<b>TOTAL</b>	<b>55</b>	
<b>6. Is PACS108 the only H-focus?</b>		
No	22 (40)	
Yes	32 (58)	
Other	1	(Blank)
<b>TOTAL</b>	<b>55</b>	
<b>7. Plan to take other Pacific courses?</b>		
No	38 (69)	
Yes	14 (25)	
Other	3	(Don't know, maybe, N/A)
<b>TOTAL</b>	<b>55</b>	
<b>8. Interested in pursuing BA?</b>		
No	40 (72)	
Yes	14 (25)	
Other	1	(Blank)
<b>TOTAL</b>	<b>55</b>	
<b>9. Interested in pursuing MA?</b>		
No	40 (72)	
Yes	13 (23)	
Other	2	(Blank, Possibly)
<b>TOTAL</b>	<b>55</b>	

**PACS 108 Student Questionnaire, Fall 2009**  
**Developed by Lola Quan Bautista and Julie Walsh Kroeker,**  
**Administered by James Viernes**

**1. Class Standing**

Freshmen	16 (23)	
Sophomore	24 (34)	
Junior	19 (27)	
Senior	10 (14)	
Other	1 (1)	(Second Degree)
<b>TOTAL</b>	<b>70</b>	

**4. Ethnic Background**

Non-Pacific Islander	53 (76)	
Some/Pacific Islander	17 (24)	(9 Native Hawaiians)
<b>TOTAL</b>	<b>70</b>	

**5. Where raised?**

US Continent	20 (29)	(Germany, China, Philippines)
Hawaiian Islands	33 (47)	
Pacific Region and Other	10 (14)	
Pacific Region Only	3 (4)	
Other	4 (6)	(China, Vietnam, Japan)
<b>TOTAL</b>	<b>70</b>	

**6. Is PACS108 the only H-focus?**

No	17 (24)
Yes	52 (74)
Other	1 (1)
<b>TOTAL</b>	<b>70</b>

**7. Plan to take other Pacific courses?**

No	50 (71)	
Yes	17 (24)	
Other	3 (4)	(Don't know, maybe, N/A)
<b>TOTAL</b>	<b>70</b>	

**8. Interested in pursuing BA?**

No	50 (71)	
Yes	19 (27)	
Other	1 (1)	(Blank)
<b>TOTAL</b>	<b>70</b>	

**9. Interested in pursuing MA?**

No	63 (90)	
Yes	7 (7)	
Other	0	(Blank, Possibly)
<b>TOTAL</b>	<b>70</b>	

APPENDIX D. Invited Presentations/Training to State agencies regarding Pacific Islander services.

- AIDS Community Education Coalition Training 2009
- Diamond Head Sexually Transmitted Diseases Clinic June or July 2009
- Family Planning and Reproductive Health Conference
- DHS Staff Training, November 2008 and July 2009
- Easter Seals & Hawaii Public Health Nurses October 8 2008
- Kalihi-Palama Health Care for the Homeless project July 2 2008
- Maternal Child Health project "Trainers Institute" June 7 2008
- Child Welfare Services June 6 2008
- Child Welfare Services December 2007
- Parents and Children Together (PACT) October 2007
- Kona Community Hospital. September 15, 2006.
- United Church of Christ, Honolulu. April 2, 2006.
- Judge Mike Wilson Circuit Judge, Circuit Court of the First Judicial Circuit Honolulu. March 28, 2006
- Kalihi Palama Terrace Housing, December 9, 2005
- Weed and Seed Community Group, Kamehameha Homes October 13, 2005
- Kapiolani Hospital, MCH Lend Program September 30, 2005
- Hawai'i Nurses Association July 22, 2005
- Hawai'i Courts System July 15, 2005
- Hawai'i Office for Youth Services May 10, 2005
- Washington Intermediate School. Honolulu. February 11, 2005
- Kona Community Hospital. Kona, Hawai'i. January 27, 2005
- Parents and Children Together, Annual Staff Conference. Honolulu. Dec. 3, 2004.
- Waipahu Elementary/UH West Oahu. August 2004
- Aiea High School April 2004
- Pahala Elementary and Kau High School, Pahala Hawai'i May 2004
- Kaiser Hospital Social Workers Nov. 2003
- Healthy Mothers, Healthy Babies Program-2x Honolulu, April 23/June 18 and Big Island May 23rd in 2004
- Central Intermediate School, Honolulu 2003
- The University of Hawai'i at Hilo, International Student Support Services 2001
- Governor's Pacific Health Promotion and Development Center Conference 2001
- Catholic Charities Immigration Services. Honolulu. Spring 2000.
- Queen Ka'ahumanu Intermediate School. Faculty In-Service Day. Honolulu, HI. April 2000.
- Hawai'i State Department of Health, Family Planning Services Conference. 2000.
- WIC -Women, Infant, Children - Federal program. December 2000.
- PACT - Parent and Child Together - Hanalike program meeting. January 2001.
- Job Corps Hawai'i. November 2000.
- Lincoln Elementary School, Honolulu. March 2001.
- Jefferson Elementary School, Honolulu. October 2001.
- Radford High School, Honolulu. March 2002.
- Hawai'i State Department of Health, Hilo. Malama Ho'opilipono Project. April 2002.
- Queen Ka'ahumanu School Even Start Program, Honolulu. September 2002.
- Honolulu Police Department. October 2000.

## CPIS COURSE PLAN 2010 – 2012/13

	S10	F10	S11	F11	S12	F12	S13
VH	603	--	--	--	--	603	303*
TWS	690	601	690	601	690	601	690 (Asia/PAC)
LQB	108, 108	108, 202	108, 108	108, 202	108, 108	108, 202	690, 401*
JWK	--	301*	--	301	--	301	108
TK	108, 201	108, 602	201, 302*	108, 302	201, 602	108, 302	201, 602
Lecturer	--	108	108 x 2	108 x 2	108 x 2	108 x 2	108 x 2
Outreach	108* x 2	108 x 2	108 x 2	108 x 2	108 x 2	108 x 2	108 x 2
Unknown		603		603			
# Sect 108	5	5	6	6	6	6	5

Courses  
PACS 108 *Pacific Worlds*  
PACS 201 *Islands of Globalization*  
PACS 202 *Oceania on the Move*  
PACS 301 *Pacific Communities in Hawai'i*  
PACS 302 *Contemporary Issues in Oceania*  
PACS 303 *Creativity and Cultural Identity in Oceania*  
PACS 401 *Senior Capstone Seminar*  
PACS 601 *Learning Oceania*  
PACS 602 *Re-Presenting Oceania*  
PACS 603 *Researching Oceania*

PACS 690 *Graduate Seminar (topics)*

\* -- first offering of new course

**FACULTY**

Dr. Vilsoni Hereniko  
Dr. Terence Wesley-Smith  
Dr. Lola Quan Bautista  
Dr. Julie Walsh Kroeker  
Dr. Tarcisius Kabutaulaka

## CPIS UNDERGRADUATE INSTRUCTION PLAN 2010 – 2012/13

	S10	F10	S11	F11	S12	F12	S13
VH							303*
LQB	108, 108	108, 202	108, 108	108, 202	108, 108	108, 202	401*
JWK	--	301*	--	301		301	108
TK	108, 201	108	201, 302*	108, 302	201	108, 302	201
Lecturer	--	108	108 x 2	108 x 2	108 x 2	108 x 2	108 x 2
Outreach (classroom and online)	108* x 2	108 x 2	108 x 2	108 x 2	108 x 2	108 x 2	108 x 2
# Sect 108	5	5	6	6	6	6	5

CoursesPACS 108 *Pacific Worlds*PACS 201 *Islands of Globalization*PACS 202 *Oceania on the Move*PACS 301 *Pacific Communities in Hawai'i*PACS 302 *Contemporary Issues in Oceania*PACS 303 *Creativity and Cultural Identity in Oceania*PACS 401 *Senior Capstone Seminar*

\* -- first offering of new course

## FACULTY

Dr. Vilsoni Hereniko

Dr. Lola Quan Bautista

Dr. Julie Walsh Kroeker

Dr. Tarcisius Kabutaulaka



Draft 11/08/09 ARTICULATION AGREEMENT

The faculty of the University of Hawai'i @ Mānoa, University of Hawai'i – West O'ahu and Kapi'olani Community College have reviewed the course syllabi of PACS 108 Pacific Worlds – Introduction to Pacific Island Studies and agree that the courses are equivalent.

The participating campuses have agreed on the following:

Course alpha/number: PACS 108  
Course Title: Pacific Worlds: Introduction to Pacific Island Studies  
Course Description: PACS 108 introduces students to the geography, societies, histories, cultures, contemporary issues, and arts of Oceania, including Hawai'i. Combines lecture and discussion that emphasize Pacific Islander perspectives and experiences.

Course Student Learning Outcomes:

Students can:

1. Locate and name the island groups, geographic regions, and political entities of Oceania.
2. Identify and describe social and cultural similarities and differences between Pacific Island societies.
3. Demonstrate a general understanding of significant themes in indigenous, colonial, and postcolonial histories of the Pacific Islands.
4. Identify and discuss contemporary social, political, economic, cultural, and environmental issues in the Pacific Islands.
5. Identify and illustrate themes in the works of Pacific Island artists and writers.

Upon approval, each campus will be responsible for updating their campus' articulation database in Banner to reflect the equivalency of PACS 108.

This Articulation Agreement will remain in effect until XXXX, 2014. It will be subject to review in Spring 2013 and may be continued, revised, or discontinued with the consent of all faculty members and administration of all campuses represented in this agreement. The Articulation Agreement remains in effect while a review continues.

APPENDIX G  
 University of Hawai'i  
 PACS 108 Articulation Agreement

CPIS BA Proposal

May 2010

University of Hawai'i @ Mānoa

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Virginia Hinshaw, Chancellor Date

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Reed Dasenbrock, Vice Chancellor for Academic Affairs Date

---

Edward Shultz, Interim Dean, School of Pacific and Asian Studies Date

---

Vilsoni Hereniko, Director and Professor, Center for Pacific Island Studies Date

University of Hawai'i – West Oahu

---

Gene Awakuni, Chancellor Date

---

Linda Randall, Vice Chancellor for Academic Affairs Date

---

Stan Orr, Humanities Division Date

---

Sa'ilemanu Lilomaiva-Doktor, Assistant Professor Date

Kapi'olani Community College

---

Leon Richards, Chancellor Date

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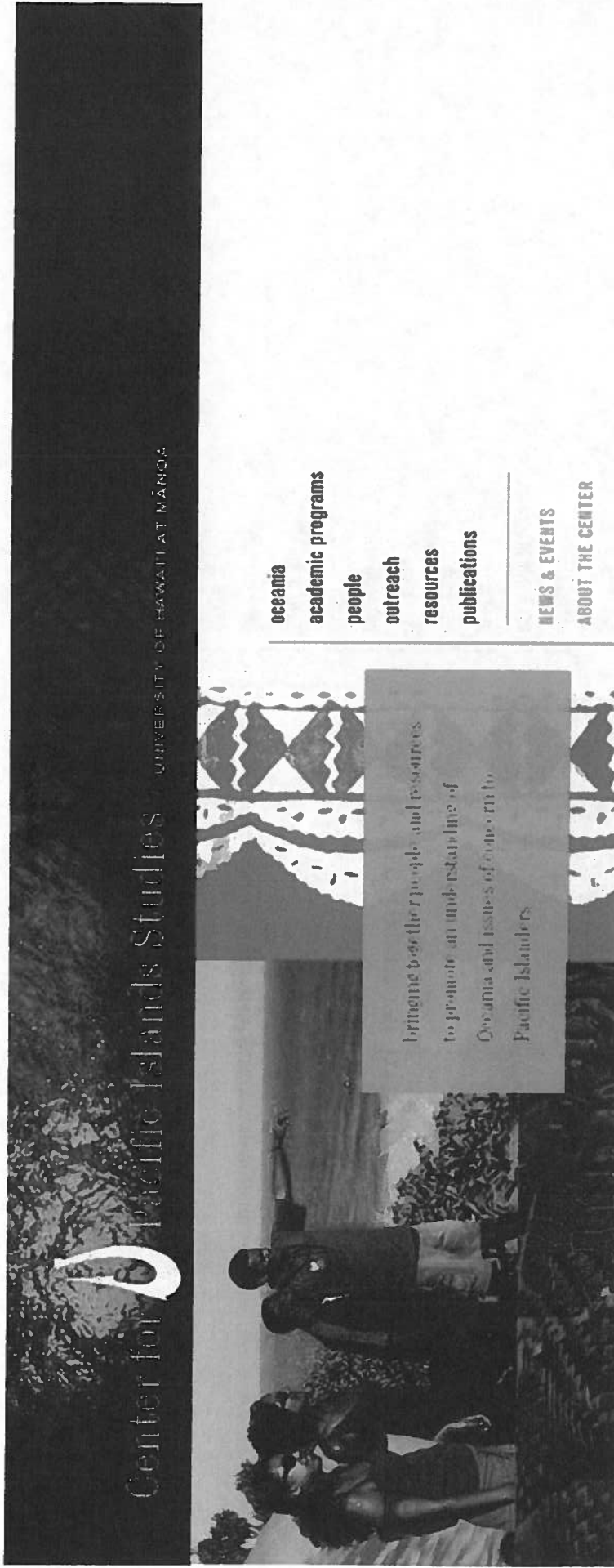
Louise Pagotto, Vice Chancellor for Academic Affairs Date

---

Dennis Kawaharada, Interim Dean for Art and Sciences Date

---

Keala Losch, Asst Prof, Hawn & Pac Is Studies Date



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The Center for Pacific Islands Studies, in the University of Hawai'i at Mānoa School of Pacific and Asian Studies, is both an academic department and a larger home for initiatives that bring together people and resources to promote an understanding of the Pacific Islands and issues of concern to Pacific Islanders. Its innovative instructional program is regional, comparative, and interdisciplinary in nature. The university's Pacific Collection, one of the most comprehensive collections of Pacific materials in the world, attracts a worldwide audience, as do the center's international conferences, its Web-based resources, its Pacific Islands Monograph Series, and its award-winning journal, The Contemporary Pacific. Working with scholars at institutions in the region and elsewhere, faculty at the center are seeking new ways to encompass a deeper understanding of a region whose boundaries are constantly expanding.

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financial information and assistance

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recent theses, plan b papers, and portfolios

pacific language instruction

## undergraduate & graduate study

### BACHELOR'S DEGREE

The center is developing an exciting new Bachelor of Arts degree in Pacific Islands studies. Undergraduate students will learn innovative, interdisciplinary approaches to explore the diversity of Island societies and develop critical understandings of economic, social, political, and cultural change transforming Oceania today. This BA will encourage Pacific Islander students to examine elements of their histories and cultures within a regional context, and appeal to all those interested in public policy leadership

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and community engagement through other fields that work closely with Pacific Islanders, such as education, health care, social work, counseling, public administration, and social research. Students may choose from three interrelated areas of concentration: (1) Public Policy and Community Development, (2) Contemporary Issues, or (3) Culture, Arts, and Performance. All students will engage in service-learning opportunities in active support of Pacific Islander issues and concerns in multicultural Hawai'i. Graduates of this program will be well prepared to apply knowledge in community settings or pursue advanced degrees in Pacific Islands studies. Pending the introduction of this new undergraduate option, students interested in a "major equivalent" in Pacific Islands studies can develop an integrated course of study through the UHM Interdisciplinary Studies Program with advice from faculty in the Center for Pacific Islands Studies.

#### MASTER'S DEGREE

The MA in Pacific Islands Studies is intended for students of the region wishing to transcend established disciplinary boundaries and explore innovative approaches to learning, research, and representation. It is the only program of its kind in the United States. The MA program includes two options, thesis and MA portfolio. Students selecting the first option complete a scholarly, research-based thesis on a Pacific-related topic. Normally this is the preferred option for those planning to enter a doctoral program in the

humanities, social sciences, or interdisciplinary studies. Those opting for the MA portfolio demonstrate proficiency in a specialty area within the field of Pacific Islands studies through an integrated program of activities including course work, research, and writing. Both options can include performance, multimedia, or creative writing components. Some recent graduates are pursuing doctoral or professional degrees in Australia, New Zealand, Europe, Hawaii, and on the US continent; others are employed in a wide variety of fields, including education, social work, publishing, as well as library and museum work.

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**PACS 108: PACIFIC WORLDS**  
 An Introduction to Pacific Islands Studies  
 Fall 2009, Tuesday & Thursday, 10:30-11:45, Moore Hall 119

Instructor	Lola Quan Bautista	Graduate Assistant: James Viernes <sup>1</sup>
Office	Moore 212	Moore 214 (back office)
Telephone	956-9723	956-0229
Email	lolab@hawaii.edu <sup>2</sup>	james.viernes@gmail.com
Office Hours	TR 8:50-10:20, 3:00-4:00 or by appt. <sup>3</sup>	TBA September
Hours	Note: Even if we speak in class, all appointments must be confirmed through email.	

Course Description

Welcome to Pacific Worlds: An Introduction to Pacific Islands Studies. In this course you will be introduced to issues involving the Pacific diaspora, colonization, regionalism, globalism, tourism, development, gender, and contemporary arts and cultures of the Pacific Islands region also known as Oceania. You will learn of concepts that draw upon a wealth of knowledge and experience across the region, allowing you to become more familiar with both the differences and connections among the islands of Oceania. In short, this course will explore the Pacific region, broaden your knowledge of the Pacific, and provide you with insights into the Pacific Islander communities living in multicultural Hawai'i.

Learning Outcomes

At the end of the course students are expected to be able to:

- a. name and identify locations of most Pacific island countries as well as their capital cities and major urban centers;
- b. discuss the nature and kinds of islands that make up Oceania;
- c. understand indigenous and colonial settlement of the Pacific and link this concept with a diverse region;
- d. demonstrate an understanding and appreciation of the diversity of Pacific Island cultures;
- e. identify and explain several important social, cultural and environmental concerns in the contemporary Pacific;
- f. explain and describe aspects of the Pacific diaspora;
- g. appreciate the interdisciplinary nature of Pacific Studies and its relevance to learning about Oceania; and
- h. engage in active support of indigenous issues and concerns.

<sup>1</sup> James Viernes is a doctoral student in the History Department. He recently completed an MA in the Center for Pacific Islands Studies, University of Hawai'i, Manoa.

<sup>2</sup> I am best reached through email; however, please note that depending on the assignment, the instructor will not respond to email over the weekend.

<sup>3</sup> I will be away from the campus with my PACS202 class and will not hold office hours on the following dates: September 1, 10, 17, and 24. Note also that appointments made on Monday, Wednesday, or Friday will be held outside of Moore Hall.

Assessment, Grading Scale, and Extra Credit

(Details for each of the following will be discussed in class.)

Class participation and attendance (see above)	10%
Map quiz (includes library search)	10%
Essay exams (4)	40%
Group project/presentation	30%
Final Exam	10%

A+	100-97	B+	89-86	C+	79-76	D+	69-66
A	96-93	B	85-83	C	75-73	D	65-63
A-	92-90	B-	82-80	C-	72-70	D-	62-60
						F	Below 60

Readings, Attendance, and Class Participation (10 points)

The readings for this course are available online, on Laulima.<sup>4</sup> You will be required to complete 1-3 readings every week. Throughout the semester, I will post readings, announcements, film sources, and internet sites on Laulima. To print the readings on campus, visit the print stations at either Hamilton or Sinclair Library using a print card purchased at the Business Office. Or, visit the third floor of the Campus Center Lobby.

You are responsible for signing an attendance sheet for each class and event. Class participation and attendance is worth a tenth of your grade. You are expected to attend every class, keep up with the readings, and contribute to class discussion. Class participation includes taking part in small group discussions and a group project/presentation at the end of the semester (discussed later).

Within one week, present a doctor's note for missed classes, activities, or essay exams. Missed essay exams must be scheduled to complete within one week of your return. More than two absences will result in a two-percent deduction for each missed class. As much as possible, keep the instructor informed of possible absence(s).

Lectures, Films and Note Taking

The Reader (on Laulima) is a collection of many different writings from different authors. In class, I will discuss further how to take notes and highlight key points for each reading. For example, in my power point lectures, I often use different colored fonts to indicate notes, announcements, group discussions, and references for key points. Laptops in the classroom should be used *only* for note taking and class activities. Turn off cell phones and pagers before coming to class.

You are expected to attend every class, keep up with the readings, and contribute to class discussion. The Reader on Laulima is divided into six sections: introduction, Pacific diaspora, contemporary social problems and solutions, gender, development, and group project and presentation (to be posted at a later time by James Viernes). Additional readings and handouts, as well as film and internet sources will be provided throughout the semester. Full citations for

<sup>4</sup> Got to <http://laulima.hawaii.edu>, type in your user ID and password. We will have more discussion on Laulima in class.



films will be given out during the lecture. Most of the films are available at the Sinclair Library, Wong Audiovisual Center, 3<sup>rd</sup> floor.

Map Quiz (10 points)

The map quiz will cover the names of the island nations, the capitals, and some demographic features. Please review all four maps and pay particular attention to the Political Entities of the Pacific Islands and the Culture Areas of the Pacific. The quiz also will involve some research at the Hawaiian and Pacific Collections located on the fifth floor of the Hamilton Library. The quiz will be held on Thursday, September 10.

You need to purchase a set of four (4) maps which will be available for sale in class on August 25 & 27. Please bring the exact change (\$3.00) or a check made out to the Center for Pacific Islands Studies (Moore Hall 215, 956-7700). Make two (2) black-and-white copies of each map for note taking in class.

Essay Exams (40 points)

Although a total of five (5) Essay Exams will be given this semester, you are only required to take four (4), worth ten points each. The exam consists of three or four essay questions for students to choose 2-of-3 or 3-of-4. I usually give sample questions *in class* one week prior to the scheduled date. Each essay response must include three aspects of the course: the lecture and discussions stemming from it, the readings and handouts (if any), and films (if assigned). Exams will be returned within two weeks with some discussion along with the range and average score for the entire class to give a sense of where you stand amongst your fellow classmates. Paper will be provided for written responses.

Provided you have a valid doctor's excuse, all makeup exams should be scheduled with James Viernes and taken within one week after your return. As much as possible, for those who are unable to take the exam during the scheduled date, you must plan to take the exam prior to the scheduled date.

Group Project and Presentation (30 points)

The group project and presentation is intended to introduce you to Pacific Islander communities in Hawai'i and prepare you for service learning activities later in your university studies. It also aims to give you the experience of interacting with Pacific Islanders as well as working collaboratively with your peers. Some time in week 4, I will divide the class into 5 groups. Each group will do research on and learn as much as they can about a Pacific Islander community in Hawai'i. All group members must contribute to the research and presentation and anticipate spending no less than ten (10) hours outside of the classroom to conduct research.

All group meetings, GA meetings, outside activities, presentations, attendance, and assigned readings will involve another scoring system carried out solely by James Viernes. Details of the Group Project and Presentation are outlined in a separate document (to be distributed at a later time). The following is a tentative schedule of events for the Group Project and Presentation.

**Schedule of Events**

Week 4	September 17	Class divided into groups
Week 5	September 24	Meet with James Viernes First Group Meeting Discuss details of project, presentation, and grading
Week 6	September 29	Hamilton Library Tour 15 minutes to meet with group
Week 9	October 20	Hamilton Library Research 15 minutes to meet with group
Weeks 11 - 13	November 3 - 25	Scheduled office meeting with James Viernes
Weeks 15 & 16	December 1, 3, and 8	Group Presentations

**Final Exams (10 points)**

The Final Exam will take place in class on Thursday, December 17, 9:45-11:45.

**Extra Credit (worth up to 10 points)**

Note: All extra credit events take place in September and October.

You can earn up to ten percentage points through extra credit by writing a reaction paper of 2-3 pages on any of the three events: Michel Tuffery, Toa Fraser,<sup>5</sup> or the Hawai'i International Film Festival (see below, Schedule of Events, Activities and Readings.) Each extra credit assignment is worth up to five (5) points. To be able to do extra credit, you must be passing with a 70% or better and you must have completed all of your regular assignments. I also will allow students who are averaging lower than 70% to do extra credit if they have a near-perfect attendance.

**Hawai'i International Film Festival (HIFF)**

The Hawai'i International Film Festival's 12<sup>th</sup> annual Spring Showcase will take place at the Regal Dole Cannery Theaters from October 15-25. Established in 1981, HIFF is dedicated to the advancement of understanding cultural exchange among peoples of Asia, the Pacific and North America through film. Please note that the movie fee is \$9.00. There is also a bus route that stops directly in front of the Dole Cannery Theatre.

**Items to bring to class**

Please bring the following items to class: the readings in Part I: Introduction, a copy of the syllabus, three (3) sheet protectors, a small roll of scotch tape, four (4) Pacific maps and copies, and a copy of Regional Islands-Regional Profile which can be found in Laulima, Resources, Handouts. The rooms are quite cold, so a light sweater is advised.

<sup>5</sup> For more information on Michel Tuffery or Toa Fraser, see Laulima Resources, Handouts, Pacific News from Mānoa.

Evaluations

Throughout the semester you will be given three evaluations administered by the graduate assistant, James Viernes: 1) Students' Mid-semester Evaluation Comments to assist the instructor in evaluating the teaching and learning environment of the class mid-way through the semester. This questionnaire consists of only three open-ended questions. 2) Questionnaire for Students in Hawaiian, Asian, and Pacific Issues (H) Focus Classes to evaluate how this class improved your understanding of the perspectives of peoples indigenous to Hawai'i, the Pacific, and Asia, 3) Course and Faculty Evaluation (CAFÉ) to record student development, instructor ratings, and graduate assistant ratings as well.

Schedule of Events, Activities, and Readings\*

Changes may be made to the syllabus and the Schedule of Events at the instructor's discretion. You must be in class to hear of these changes and regularly check Laulima for posted announcements.

Kokua

Students with disability-related needs or concerns are invited to contact the Kokua office in Student services, Room 13, 956-7511.

NOTE: Laptops in the classroom should be used *only* for note taking and class activities. Turn off cell phones and pagers before coming to class.

## SCHEDULE OF EVENTS, ACTIVITIES, AND READINGS

### PART I: INTRODUCTION

August 25 (Tu), August 27 (Th)  
September 1 (Tu), September 3 (Th)  
September 8 (Tu), September 10 (Th)  
September 15 (Tu)

<b>Activities</b>	August 25 August 27 September 9 September 10 September 15	Introduction, class syllabus, Laulima, purchase maps Purchase maps <i>Michel Tuffery, UHM Art Auditorium, 6 p.m.</i> Map Quiz Essay Exam One Extra Credit Due, Michel Tuffery
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Ron Crocombe (2008). "Chronology of main periods, abbreviations, where is the South Pacific? A note on geography, terms and meanings;" "People: Moving and mixing." In *The South Pacific* [seventh edition]. Fiji: University of the South Pacific, xi-xx; 23-51.

Ann Gibbons (2001). The peopling of the Pacific. *Science* 291(5509): 1735-1737 [1/6 to 6/6].

Robert C. Kiste (1994). "Pre-colonial times." In *Tides of history: The Pacific islands in the twentieth century*, edited by K.R. Howe, Robert C. Kiste and Brij V. Lal . Honolulu: University of Hawaii Press, 3-28.<sup>6</sup>

PART II: PACIFIC DIASPORA  
Mobility, Identity, and Urbanization

September 17 (Th)  
September 22 (Tu), September 24 (Th)  
September 29 (Tu), October 1(Th)  
October 6 (Tu)

Activities	September 17	Class divided into groups
	September 24	Meet with GA, James Viernes, Group Presentation & Project
	September 25	Toa Fraser, Art Auditorium, 3:00 p.m. (tentative schedule)
	September 29	Hamilton Library, Room 113
	October 6	Essay Exam Two Extra Credit Due, Toa Fraser

J. Kāhualani Kauanui (2005). "The politics of Hawaiian blood and sovereignty in *Rice v. Cayetano*." In *Sovereignty matters: Locations of contestation and possibility in indigenous struggles for self-determination*, edited by Joanne Barker. Lincoln: University of Nebraska Press, 87-108.

Asenati Liki (2001). "Moving and rootedness: The paradox of the brain drain among Samoan professionals." *Asia-Pacific Population Journal* [Demographers' Notebook] 16(1): 67-84.

Michael Perez (2003). "Chamorro ambivalence and diaspora: Beyond U.S. racial formations [chapter 5]." In *Global processes, local impacts: The effects of globalization in the Pacific-Asia region*, edited by Lan-Hung Nora Chiang, John Lidstone, and Rebecca A. Stephenson. Mangilao, Guam: University of Guam, 31-44.

Helen Morton Lee (2003). "Introduction: Migration and cultural identity;" "Leaving Tonga 'for our future.'" *Tongan overseas: Between two shores*. Honolulu: University of Hawai'i Press, 1-13; 14-39.

Francis Hezel and Eugenia Samuel (2006). Micronesians abroad [Occasional papers, Pohnpei: FSM]. *Micronesian Counselor* 64: 2-23.

<sup>6</sup> Page 5 (of Pacific map) not included.

PART III: CONTEMPORARY SOCIAL PROBLEMS & SOLUTIONS  
Insider and Outsider Perspectives

October 8 (Th)  
October 13 (Tu), October 15 (Th)  
October 20 (Tu), October 22 (Th)  
October 27 (Tu)

Activities      October 15-25 Hawaii International Film Festival (HIFF)  
October 20      Hamilton Library, Yap Room  
October 22      No Class (Extra Credit, HIFF)  
October 27      Essay Exam Three

Donald H. Rubinstein (1995). Love and suffering: Adolescent socialization and suicide in Micronesia. *The Contemporary Pacific* 7(1) Spring: 21-53.

Judith Modell (1997). "(Not) in my back yard: Housing the homeless [chapter 9]." In *Home in the islands: Housing and social change in the Pacific*, edited by Jan Rensel and Margaret Rodman. Honolulu: University of Hawai'i Press, 194-221.

Cluny Macpherson (1997). "A Samoan solution to the limitations of urban housing in New Zealand [chapter 7]." In *Home in the islands: Housing and social change in the Pacific*, edited by Jan Rensel and Margaret Rodman. Honolulu: University of Hawai'i Press, 151-174.

'Atu Emberson-Bain (1993). "'Decent housing for everyone' 'How can you describe the Kanaks as squatters? It is impossible to be a squatter on your own land.'" *Pacific Islands Monthly*, 27-29.

Ryan Walker and Manuhua Barcham (2007). "Understanding indigenous urban housing outcomes." Centre for Indigenous Governance and Development, CICAD Briefing Notes, 1-3.

PART IV: GENDER  
The Impacts of Colonialism

October 29 (Th)  
November 3 (Tu), November 5 (Th)  
November 10 (Tu)

Activities      November 3      Extra Credit Due, HIFF  
November 10      Essay Exam Four

Margaret Rodman, Daniela Kraemer, Lissant Bolton, and Jean Tarisesei (2005). "Introduction;" "Tanna" [chapter 1]. *House-girls remember: Domestic workers in Vanuatu*. Honolulu: University of Hawai'i Press, 1-36.

Joan Ferrante (2006). "Gender with emphasis on American Samoa [chapter 10]." *Sociology: A global perspective* [sixth edition]. California: Thomson Wadsworth, 329-365.<sup>7</sup>

Teresia K. Teaiwa (1992). Microwomen: U.S. colonialism and Micronesian women activists. In *Pacific History: Papers from the 8<sup>th</sup> Pacific history association conference*, edited by Donald H. Rubinstein. Mangilao, Guam: University of Guam Press & Micronesian Area Research Center, 125-141.

Emelihter Kihleng (2008). [Selected poems] "Nahnep, on sunsets;" "To swim with eels;" "My uros;" "She needs an urohs." *My uros*. Honolulu, Hawai'i: Kahuaomānoa Press, 23; 29-30; 49-50; 51-52.

Jully Sipolo (1981). *Civilized girl: Poems*. Suva, Fiji: The South Pacific Creative Arts Society [22 pages].

PART V: DEVELOPMENT  
Tourism, Globalism, and Climatic Change

November 12 (Th)  
November 17 (Tu), November 19 (Th)  
November 24 (Tu), November 26 (Th)

Activities      November 24    Essay Exam Five  
                         November 26    Thanksgiving Holiday

Mark Cherrington (2008). "Indigenous peoples and climate change." *Cultural Survival* 32(2) Summer: 10-13.

Victoria Tauli-Corpuz and Aqqaluk Lyngø (2009). "Guardians." *Cultural Survival* 32(2) Summer: 13-15.

Donald H. Rubinstein (2001). "Climate change, and relations between local communities and larger political structures in the Federated States of Micronesia." Paper presented for the APN workshop on local perspectives on climate change and variability in the Pacific Islands. Apia, Samoa, 4-6 December 2001 [5 pages].

Michael Fagence (1999). "Tourism [chapter 32]." In *The Pacific islands*, edited by Moshe Rapaport. Honolulu, Hawai'i: The Bess Press, 394-404.

Victoria S. Lockwood (2004). "The global imperative and Pacific Island societies [chapter 1]." In *Globalization and culture change in the Pacific islands*, edited by Victoria S. Lockwood. New Jersey: Pearson Prentice Hall, 1-39.

<sup>7</sup> Missing pages 357-258 (to be shown in class).

Carving Out Radio Series: Development in the Pacific. Australian Broadcasting Corporation (ABC) Online, Radio Australia. Part 10: Conserving the future (11 June 2001, 12 pages); Part 13: Steering a new course? Pacific perspectives on development (27 November 2001, 12 pages).

#### PART VI: GROUP PROJECT AND PRESENTATION

\*Readings to be posted by GA, James Viernes, at a later time.

Activities	December 1	Group Presentation
	December 3	Group Presentation
	December 8	Group Presentation
	December 10	Last day of instruction Course and Faculty Evaluation

Fall 2009

**PACS 201  
ISLANDS OF GLOBALIZATION**

<b>Instructor:</b>	Dr. Tarcisius Tara Kabutaulaka
<b>Office:</b>	Moore Hall, 2 <sup>nd</sup> Floor, Room 220
<b>Office Hour:</b>	1 – 3 pm
<b>Phone:</b>	956-2659
<b>e-mail:</b>	<a href="mailto:KabutauT@hawaii.edu">KabutauT@hawaii.edu</a>

### Course Description

Halo olketa, Nisa bula vinaka/namaste, Aloha, Talofa lava, Malo e lelei, Kia Orana, Taloha ni, Kona mauri, Hafa adai, Alii, Iokwe yuk and Fakaalofa lahi atu. Pacific Island greetings and welcome to *PACS 201: Islands of Globalization*.

Globalization has created a new form of social organization where there is an increasingly borderless world where flows of capital and new technologies are propelling goods, information, people; and ideologies around the globe in volumes, and at speeds, never previously imagined. The global economic recession following the credit crunch in the U.S. in 2008 is a manifestation of this global inter-connection. Even small and relatively remote parts of the world, like the Pacific Islands, are influenced by this global flow of goods, information, people, and ideologies. But, what exactly is globalization, and what are the factors and powers behind it? How does the rest of the world react to it? What does it look like from the perspective of Pacific Islanders? How do Pacific Islanders engage with global forces? How does it influence Pacific Island histories, societies, and experiences? How do Islanders creatively strategize to survive in a rapidly changing world? These are some of the questions that this course will explore.

The course is designed to provide you with an insight into the nature and impacts of globalization as viewed from the perspective of Islanders, paying particular attention to how Pacific Island peoples creatively engage with global forces. This course builds on the "*PACS 108: Pacific Worlds*", which introduces students to Pacific Island studies. Students would benefit greatly from having taken PACS 108 and HWST 107. However, while these are recommended, they are not prerequisites for enrolment in PACS 201.

### Rationale & Objectives

The impacts of globalization on Pacific Island societies are pervasive. While Pacific Island societies, like those elsewhere, are impacted by globalizing processes, they have also found unique ways to deal with it in order to survive in a rapidly changing world. There is, therefore, a need to understand the processes and impacts of globalization and how Pacific Islanders engage with it.

Much of the discussion on globalization tends to focus on its overwhelming impact on developing countries like those in the Pacific Islands. In this discussion globalization is often viewed as a



phenomenon which has its origins in the West and spreads to the rest of the world through colonialism, capitalism, Judeo-Christian religion, technologies, and goods. In this discussion, non-Western societies are often portrayed as 'passive victims'. PACS 201 critiques the view that small island societies are simply 'passive victims' of globalization, and explores how Pacific Islanders proactively engage with global forces, how they create survival strategies, and their attempts to influence global issues and events. The course also introduces students to non-Western powers like China, and examines how Pacific Islanders engage with them as well as with the West.

The objectives of this course are to:

- (i) enhance students' understanding of globalization.
- (ii) examine the impacts of globalization on Pacific Island societies.
- (iii) explore how Pacific Islanders engage with global processes and forces, and how they create strategies for survival.

### Learning Outcomes

At the end of the course students are expected to be able to:

- a. name and identify locations of most Pacific island countries as well as their capital cities and major urban centers; including subregions, territories, and major political-historical events;
- b. discuss the nature and kinds of islands that make up Oceania and explain how this influences various processes and impacts of globalization;
- c. understand indigenous and colonial settlement of the Pacific and link this with events, trends, issues and forces that facilitate globalization in the region;
- d. demonstrate an understanding and appreciation of the diversity of Pacific Island cultures; particularly the establishment of states and the making of nation-states;
- e. identify and explain several important social, cultural and environmental concerns in the contemporary Pacific that impact global economies and 'good' governance;
- f. explain and describe aspects of the Pacific diaspora as Pacific Islanders creatively engage in global processes and forces;
- g. explain the interdisciplinary nature of Pacific Studies in relation to teaching, learning, and research about globalization; and be able to confidently engage in discussions about globalization in the Pacific Islands;
- h. engage in active support of indigenous issues and concerns.

### Assignments & Assessment

You will be assessed on five activities:

- (i) Attendance & Participation: You are expected to attend all classes, keep up with readings, and participate in discussions. Attendance and participation are worth 10 percent of the overall course grade. Class participation includes taking part in group discussions and a group project/presentation at the end of the semester. A doctor's note is required for a missed class or exam. More than two (2) absences will result in a 2 percent deduction for each missed class. You are also expected to have read the readings assigned for each week.
- (ii) Reflection Papers: You are required to write four (4) one-page reflection papers during the semester. The first one will be based on the reading in Week 3 and the other three (3) on any of the weeks of the semester. The Reflection Papers must demonstrate that

- you have read the readings, reflected on them, and are able to relate them to issues and events in the Pacific Islands as well as to relevant personal experiences.
- (iii) **Essays:** Students must write two short essays (1,500 words) on questions that will be provided at the beginning of the semester. These are due at different times of the semester as indicated in the schedule below.
- (iv) **Service-learning:** You will be divided up into groups of five (5) to work on a project in which you will do Service-learning with either the Kaka'ako Homeless Shelter or the Palolo Pipeline. The project will involve volunteering at these sites for at least five (5) hours and then writing a paper (1,500 words) that demonstrates the group's ability to relate their experiences at these sites with concepts and issues learned in class. Although the focus will be on Pacific Islanders, you are encouraged to relate what you learned in class with human experiences more generally. The group project/Service-learning is intended to give you experience interacting with Pacific Islanders, working collaboratively with your peers, and relating what you learn in class with experiences and issues in the community. You will be required to meet in class as well as outside of the classroom to prepare and conduct your group project.
- (v) **Final Exam:** You are required to take a final exam to pass the course.

### Course Assessment

Attendance & Participation (see above)		10%
Reflection Papers	Four (4) – 1 page	10%
Short essays	Two (2) – 1,500 words	30%
Project/Service Learning	Group report – 1,500 words	30%
Final Exam		20%

### Readings & Resources

There is no text book for this course, but a variety of materials from various sources will be used. These include 'conventional' academic papers, as well as short stories, poems, contemporary music, and films. The readings will be scanned and made available on the Lulima course website for free downloading.

There are three (3) core readings around which the course revolves and they are noted with asterisks (\*) in the syllabus. There are two (2) readings designated for each week and you are expected to read these. A poem or short story is given each week as additional reading. You are encouraged to read them.

There are useful internet resources that you can access to keep up with news and discussions on Pacific Island issues. These include:

(i) *The Pacific Islands Report*. <http://pidp.eastwestcenter.org/pireport>  
Daily news stories, extensive links to other sites and resources, as well as a searchable archive.

(ii) *Radio Australia, Pacific Beat program*.  
<http://www.radioaustralia.net.au/programguide/pacificbeat.htm>

This program brings interviews with Pacific Island leaders, newsmakers and people who make the Pacific 'beat'.

- (i) *Radio Australia, Carving Out* <http://www.radioaustralia.net.au/carvingout/default.htm>  
This website outlines some of the major issues in the Pacific Islands. These include governance, environment, culture, resources, etc. It is a good place to go to familiarize yourself with Pacific Island issues. It also has a series of programs produced by Radio Australia on the Pacific Islands.

You are encouraged to look for and read, watch, listen to and experience other sources and share these in class during discussions.

### Course Schedule

#### **Week 1: Introduction**

This week we introduce the course: its overview, objectives, expectations, assessments, etc. For the benefit of those who are not familiar with the Pacific Islands region, we do an exercise to familiarize ourselves with the region. We also do exercises to get to know each other.

#### Questions:

*Can you identify all the countries and territories of the Pacific Islands region? (Map exercise). How many sub-regions make up Oceania? Where does this name belong? (Place name exercise). Which major events happened where? (Events and place exercise). Are these islands independent? Introduce students to PACS 202.*

### Part 1: Understanding Globalization

#### **Week 2: Globalization: forces, processes and trends**

*This week we examine the forces and processes of globalization and the discourses associated with it. This is a general overview of what globalization is about, why and how it has become a global force, and who the major players are.*

#### Readings

Hopkins, A. G. 2002. 'A History of Globalization and the Globalization of History.' In *Globalization in World History*, edited by A. G. Hopkins, London: Pimlico, pp. 5-16.

Mignolo, Walter. 1998. 'Globalization, Civilization Processes and the Relocation of Languages and Cultures.' In *The Cultures of Globalization*, edited by Jameson Frederic and Miyoshi, Chapel Hill: Duke University Press, pp. 32-53.

#### Questions

*What is globalization? What are the powers and processes behind it? How has it influenced the world? Do you think that globalization is good or bad? Why?*

#### **Week 3: Globalizing Oceania (\*\* Reflection Paper 1 due. Form Groups for Service-learning)**

*This week we explore the globalization processes and trends in Oceania. We identify the events, trends, issues and forces that facilitated globalization in the region. We examine globalization from a historical, political, economic, and cultural perspective.*

### Readings

\*Lockwood, Victoria S. 2004. 'The Global Imperative and Pacific Island Societies.' In Victoria S. Lockwood (ed.), *Globalization and Culture Change in the Pacific Islands*, New Jersey: Pearson Prentice Hall, pp.1-39.

\*Firth, Stewart, 2000, "The Pacific Islands and the Globalization Agenda." In *The Contemporary Pacific*, Vo.12, No.1, pp.178-192.

Petaia, Ruperake. 1980. 'Kidnapped.' In *Laki: a Pacific anthology*, edited by Albert Wendt, Auckland: Longman Paul, pp. 270-271. (Poem).

### Documentary Film

*Advertising Missionaries* – In Papua New Guinea where over three quarters of the population cannot be reached by regular advertising media, markets are being developed by other means. A theatre group travels the remote highlands performing soap operas devised around advertising messages for products like Coca Cola, Colgate and Mortein. The film follows one rollicking mission to bring the consumer revolution to the people of the highlands – a modern day allegory of the Pied Piper story. Elijah, Peter, Robert and Tina are trained actors and theirs is a tour with threats at every turn. While the theatre group approaches the remote valley of Yaluba for the first time, we discover the lives of Ahuago, Tintiba and their children. What happens when their two worlds collide is unexpected, as tradition clashes with 'the missionaries of products and lifestyles' (52 min.)

### Questions

*What are the major events, trends and issues associated with globalization in the Pacific Islands? What are some of the major issues raised by Lockwood and Firth?*

## Part 2: Impacts & Case Studies

### **Week 4: Impacts and Trends (\*\*\*) *Groups for Service Learning formed (\*\*\*)***

*Globalization has had an enormous on Pacific Island countries, just as it did societies elsewhere. This week we discuss the impacts of globalization on Pacific Island societies.*

### Readings

Firth, Stewart. 2007. 'Pacific Islands Trade, Labor and Security in the Era of Globalization.' In *The Contemporary Pacific*, Vol. 19, No. 1, Spring 2007, pp. 111-135.

Nero, Karen L., Fermina Brel Murray, and Michael L. Burton. 2000. 'The Meanings of Work in Contemporary Palau: Policy Implications of Globalization in the Pacific.' In *The Contemporary Pacific*, Vol.12, No.2, Fall 2000, pp. 319-348.

Makini, Jully. 1995. 'Civilized Girl.' In *Nuanua: Pacific Writing in English since 1980*, edited by Albert Wendt, Honolulu: University of Hawai'i Press, p. 341.

### Questions

*What are the impacts of globalization on Pacific Island societies? Do you think globalization is good, or bad for Pacific Island societies? Why? What are the main issues discusses in the three readings?*

**Week 5: Governance (\*\*\*) Essay 1 due. Meet instructor for service-learning (\*\*\*)**

*Globalization has influenced governance systems and processes in Pacific Island countries. The establishment of states and the making of nation-states were, for example, byproducts of colonialism and decolonization. In the last two decades 'good' governance has been promoted as part of the neo-liberalization of global economies and politics. Pacific Island governments are urged to adopt 'good' governance practices. This week, we examine some of these issues underlying political reforms in Pacific Island countries and their impacts on island societies.*

Readings

White, Geoffrey. 2001. 'Natives and Nations: Identity Formation in Postcolonial Melanesia.' In *Places and Politics in an Age of Globalization*, edited by R. Prazniak & A. Dirlik, Lanham, MD: Rowman & Littlefield. pp. 139–166.

Macdonald, Barry. 1997. 'Good' Governance and the Pacific Island States.' In *Governance and Reform in the South Pacific*, edited by Peter Larmour, Canberra: Asia-Pacific Press, ANU, pp. 21–53.

Website

Pacific Islands Governance Portal, USP <http://www.governance.usp.ac.fj/>

Questions

*What are some of the major issues raised by the above articles? How has the formation of nation-states influenced contemporary politics in the Pacific Islands, especially in Melanesia? How has democracy worked in the Pacific Islands?*

**Week 6: Economic Development**

*One of the major dynamics that drives globalization is the aggressive world-wide expansion of capitalism through free trade facilitated by neo-liberal policies – 'unleashed capitalism'. This week we discuss how this has been organized in the Pacific Islands, and its impacts on island economies.*

Readings

Smith, Michael French. 2002. 'Nostalgia, Dreams, Progress, and Development.' In *Village of the Edge: Changing times in Papua New Guinea*, by Michael French Smith, Honolulu: University of Hawai'i Press, pp. 1–10.

Slatter, Clair. 2006. 'Treading Water in Rapids?: Non-Governmental Organizations and Resistance to Neo-liberalism in Pacific Island States.' In *Globalisation and Governance in the Pacific Islands*, edited by Stewart Firth, Canberra: ANU e-Press, pp.23–42.

Hau'ofa, Epeli. 1983. 'The Tower of Babel.' In *Tales of the Tikong* by Epeli Hau'ofa, Auckland: Longman Paul Limited, pp. 57–67. (Short Story).

Questions

*What are the economic impacts of globalization on Pacific Island societies? How have Islanders responded to it? What are the main issues raised by the three readings for the week?*

Documentary Film:

*Behind the Labels* (2003) – Lured by false promises and driven by desperation, thousands of Chinese and Filipina women pay high fees for jobs in garment factories on the Pacific island of Saipan – which despite being a U.S. territory is exempt from federal minimum wage and certain immigration laws. The clothing they sew, bearing the "Made in the USA" label, is shipped duty- and quota-free to the U.S. for sale by The Gap, J. Crew, Polo, and other retailers. Powerful hidden-camera footage, along with the garment workers' personal stories, offers a rare and unforgettable glimpse into indentured labor and the workings of the global sweatshop—where fourteen-hour shifts, payless paydays, and lock-downs are routine. *Behind the Labels* follows the issues from the factory floor to the streets, where protesters worldwide wage an ongoing battle against corporate globalization (45 min).

Questions

*How are industries in the Pacific Islands connected to events, developments and decisions elsewhere in the world? Do Pacific Islanders have control of these industries? If so, explain how. In the past decade Pacific Island countries have been encouraged to liberalize their economies. How has that affected the livelihood of Pacific Islanders? How have they responded to it?*

**Week 7: Regionalism**

*One of the trends in the post-World War period was the construction of regional organizations that in turn facilitate globalization. This week we explore the process of regionalism in the Pacific Islands and discuss how that is connected to globalization.*

Readings

Goff, Philip. 2006. 'Pacific Regionalism: tradition, continuity, renewal.' In *Redefining the Pacific? Regionalism Past, Present and Future*, edited by Jenny Bryant-Tokalau and Ian Frazer, Hampshire, England: Ashgate Publishing Limited, pp 25–32.

Fry, Greg. 2005. 'Pooled Regional Governance' in the Island Pacific: Lessons from History.' In *Pacific Economic Bulletin*, Canberra: ANU, pp. 1–16.

Questions

*Why do countries form regional groupings? What are the benefits and challenges of regionalism? How do regional organizations fit into a globalize world?*

**Week 8: Globalization and Cultures**

*Globalization has led to the loss of cultural diversity and the creation of a global culture that advocates particular values. But, globalization also facilitates complex cultural exchanges between societies. This week we examine the dynamics and complexities of the impact of globalization on culture.*

Readings

Macpherson, Cluny. 2004. 'Transnationalism and Transformation in Samoan Society.' In *Globalization and Culture Change in the Pacific Islands*, edited by Victoria S. Lockwood, New Jersey: Pearson Prentice Hall, pp. 120–140.

Silverman, Erik Kline. 2004. 'Cannibalizing, Commodifying or Creating Culture? Power and Art in Sepik River Tourism.' In *Globalization and Culture Change in the Pacific Islands*, edited by Victoria S. Lockwood, New Jersey: Pearson Prentice Hall, pp. 339 – 357.

Rasmussen, Vaine. 1995. 'A Book and a Pen.' In *Nuanua: Pacific writing in English since 1980*, edited by Albert Wendt, Honolulu: University of Hawai'i Press, p. 52 (poem).

#### Questions

*How have Pacific cultures lost and gained from globalization? Have Pacific Island cultures suffered or benefited from globalization?*

#### **Week 9: Islands Online**

*The internet has had an enormous impact on Pacific Island societies – bringing them into the global web. Every island country has internet and there are thousands of websites that feature the Pacific Islands or were built and managed by Pacific Islanders. This week we examine the impacts of the internet on Pacific Island societies and peoples and how Islanders have used the internet.*

#### Readings

Duncan, Ron and James McMaster. 2008. 'Impacts of ICT on University Education in Small Island States: the case of the University of the South Pacific.' In *Small States, Smart Solutions: Improving Connectivity and Increasing the Effectiveness of Public Service*, Washington DC: The World Bank, pp. 193–214.

Rahman, Mohammad Habibur and Rafir Naz. 2006. 'Digital Divide within Society: an account of poverty, community and e-governance in Fiji.' In *E-Learning*, Vol.3, No.3, pp.325–343.

#### Websites

PACNet <http://www.picisoc.org/tiki-index.php>

#### Questions

*How has the internet influenced Pacific Island peoples and societies? Explain the opportunities and challenges associated with the internet.*

#### **Week 10: Global Actions & Local Environments**

*Pacific Island countries have often expressed concern about the fact that fragile island environments are being destroyed as a result of global desires to industrialize. This week we examine the dynamics and complexities of the environmental issue and how island countries have been affected.*

#### Readings

Mimura, Nobuo. 1999. 'Vulnerability of Island Countries in the South Pacific to Sea Level Rise and Climate Change.' In *Climate Research*, Vol. 12, pp. 137–143.

Gregory, M. R. 1999. 'Plastics and South Pacific Island Shores: environmental implications.' In *Ocean and Coastal Management*, Vol.42, Nos.6-7, pp. 603–615.

Documentary Film

*Time and Tide* (2005) – This is an award-winning documentary about the Pacific Island nation of Tuvalu as it heads toward irreversible tragedy. A group of Tuvaluan expatriates (from New Zealand) return home for the first time in a decade, and they find the forces of globalization and global warming are severely reshaping the land and people they once knew so well (59 min.).

Questions

*What are some of the major environmental issues in the Pacific Islands? How do actions and productions outside of the Pacific Islands affect island environments? Most plastics consumed in the islands are made outside of the region. Where were they made? How did they end up in the islands? What impacts do they have on island environments?*

**Week 11: Migrations: Island Roots & Global Connections**

*Pacific Islander diaspora communities are found in Australia, New Zealand, the US, Canada, England and other places outside the region. This week we examine why Pacific Islanders immigrate and the nature and dynamics of this migration.*

Readings

Lec, Helen Morton. 2004. 'All Tongans are Connected: Tongan Transnationalism.' In *Globalization and Culture Change in the Pacific Islands*, edited by V. Lockwood, New Jersey: Pearson Prentice Hall, pp. 133–148.

Asang, Isabong. 2000. 'Remaking Footprints: Palauans in Hawai'i.' In *The Contemporary Pacific*, Vo.12, No.2, Fall, 2000, pp. 371–384.

Thaman, Konai Helu. 1985. 'The Defining Distance: Places and Worldview.' In *Mobility and Identity in the Island Pacific*, edited by Murray Chapman and Morrison, A Special Issue of Pacific Viewpoint, Vol.26, No.1, April 1985, pp.316–326. (A biographical story).

Documentary Film

*Sons for the return Home* – A young Samoan returns home with his family after completing his university studies, only to find that his New Zealand upbringing has not equipped him for life on a remote Pacific island. The movie is based on a best-seller, *Sons for Return Home*, a novel by Albert Wendt, the first book published by a Samoan writer (115 min.).

Questions

*Why do Pacific Islanders migrate? What are the challenges and opportunities they find in their new homes? What kinds of identities do they have in their new homes? How do they relate to their place of origin, or their parents' place of origin?*

**Part 3: Islander Responses****Week 12: Islander Responses**

*As stated at the beginning, although Pacific Islanders have often been overwhelmed by global forces, they are not always 'passive victims'. Here, we explore the variety of ways in which Islanders reacted to globalization.*



Readings

\*Hau'ofa, Epeli, 2008, "Our Sea of Islands". In Epeli Hau'ofa, *We are the Ocean: selected works*, Honolulu: University of Hawai'i Press, pp.27-40.

Lal, Brij, V. 2008. 'One Life, Three Worlds.' In *Turnings: Fiji Factions*, by Brij V. Lal, Lautoka, Fiji: Fiji Institute of Applied Studies, pp. 197-222.

Questions

*How did Pacific Islanders react to globalization? What does Epeli Hau'ofa's article tell us about Pacific Islander responses to globalizing ideas and forces?*

**Week 13: Global Trends and Island Futures**

*The Pacific Islands will continue to be part of the global community and influenced by global trends and forces. Here, we reflect on the kinds of futures that Pacific Island countries will have, or should carve for themselves.*

Readings

Hau'ofa, Epeli. 2008. 'The Ocean in Us.' In *We are the Ocean: selected works* by Epeli Hau'ofa, Honolulu: University of Hawai'i Press, pp. 41-59.

Wendt, Albert. 1976. 'Towards a New Oceania.' In *Manoa Review*, Vol. 1, pp. 49-60. Reprinted in *Seaweeds and Constructions* 7 (1983): 71-85.

Questions

*What futures does globalization hold for Pacific Island societies? How should Pacific Island countries tackle the future in a global community?*

**Week 14: Presentation of Service-learning Projects**

This week and the next students will present their project/service learning reports. This will be a group discussion and each member of the group is expected to participate. After the presentation, each group will hand in their report to the instructor.

**Week 15: Revisions and Reflections**

*This week we go through what we covered in the semester, reflect on the material and try to tie any loopholes. We also ask ourselves: What are some of the major issues raised and lessons learned from this course? Talk to students again about PACS 202.*

- End of Semester -

**PACS 202: Oceania on the Move**  
Fall 2009, Time and Date: TBA, Room: TBA

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Instructor	Dr. Lola Quan Bautista
Office	Moore 212
Telephone	956-9723
Email	<a href="mailto:lolab@hawaii.edu">lolab@hawaii.edu</a>
Office Hours	9:00-10:00, 3:00-5:00 TR (or by appt.)

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Course Description

'Oceania on the Move' looks at the many facets of the diaspora of Pacific Islanders: cultural origins and migrations, current navigations, mobility between atolls and high islands, village to village wanderings, travels across political borders and boundaries, and 'forced' migration due to climatic change or nuclear histories.

This course is typically organized into six sections: Introduction; 'Our sea of islands;' 'Micronesian voices;' Circular mobility; Relocations; and Pacific Islanders in other Pacific places (discussed below). In line with the Pacific Islands Studies (PACS) interdisciplinary program, the course emphasizes indigenous knowledge and cultural interpretations by Pacific Islanders about what it means to move *and stay*. The course draws from many different disciplines such as sociology, human geography, anthropology, development studies, political science, demography, history, and archaeology.

'Ocean peoples on the move' includes a service-learning component (described later). Under the larger heading of 'Pacific Islanders in other Pacific Places' we will explore the challenges Pacific Islanders face with particular reference to urbanization, land tenure, housing, and citizenship. All students will conduct research and service at Palolo Valley or the Kaka'ako Homeless Shelter. The service-learning research will highlight the experiences of two Pacific Islander groups: Solomon Islanders in Fiji and Samoa and Micronesians in Guam, Saipan, Hawai'i and the United States mainland.

Learning Outcomes

At the end of the course students are expected to be able to:

- a. name most Pacific Island countries, identify their capital cities and major urban centers, and understand demographic profiles;
- b. discuss the nature and kinds of islands that make up Oceania and explain how this influences internal and external mobility patterns;
- c. understand indigenous and colonial settlement of the Pacific and link this with identity issues in a diverse region;
- d. demonstrate an understanding and appreciation of the diversity of Pacific Island cultures, especially contemporary cultural formations in urban and modern spaces;
- e. identify and explain several important environmental and political-economic concerns in the contemporary Pacific that impact 'forced' migration;
- f. explain and describe aspects of the Pacific diaspora including their political-economic relationships with metropolitan nations;
- g. explain how past and current mobility research speak to the interdisciplinary nature of Pacific Studies and its relevance to learning about Oceania; and
- h. engage in active support of indigenous issues and concerns.

### Readings and Class Participation

You can purchase the Reader and a set of maps (4) for \$8 at the Center for Pacific Islands Studies, Moore Hall 215. Class participation and attendance is worth a tenth of your grade. You are expected to attend every class, keep up with the readings, and contribute to class discussion. Class participation includes taking part in small group discussions and a service-learning activity (discussed later). A doctor's note is required for a missed short essay exam or quiz. More than two absences will result in a two-percent deduction for each missed class. As much as possible, keep the instructor informed of your possible absence(s).

### Lectures, Films and Note Taking

The Reader is a collection of many different writings from different authors. In class, I will discuss further how to take notes and highlight key points for each reading. For example, in my power point lectures, I often use different colored fonts to indicate notes, announcements, group discussions, and references for key points. Full citations for films will be given out during the lecture. Most of the films are available at the Sinclair Library, Wong Audiovisual Center, 3<sup>rd</sup> floor. Laptops in the classroom should be used *only* for note taking and class activities. Turn off cell phones and pagers before coming to class.

### Service Learning

The service-learning component is intended to give you actual experience interacting with Pacific Islanders as well as working collaboratively with your peers. You will be required to spend no less than twenty (20) hours outside of the classroom to conduct research which will begin in late September. At times, class time will be rearranged to accommodate service-learning meetings at the research site.

Service learning will account for 40 percent of your grade. Your grade will be based on two aspects: journal keeping and a final presentation. A journal must be kept to record and reflect on the experience of the service learning experience and how it relates to the topics we discuss in class. Entries in the journal will be reviewed by the instructor on noted dates.

You may also consider looking on the University of Hawai'i website about service learning activities involving students and faculty who are collaborating on various interdisciplinary projects (see Service Learning Pathways, College of Social Sciences). For this class' service learning experience, I have designated a project with Palolo Valley and the Kaka'ako Homeless Shelter. You will have the opportunity to work with the community and relate what you learn under the broader topic of Pacific Islanders in other Pacific Island places.

The presentation must include a short description of the context and relevance of the topic, but focus on the actual research or service learning experience. It can be in the form of a lecture with power point, a video excerpt or a self-made video, a play, or a skit. The presentation should last twenty to thirty minutes. Points earned for the oral presentation depend on delivery and focus of the presentation.

Assessment, Grading Scale, and Extra Credit

(Details for each of the following will be discussed in class.)

Class participation and attendance (see above)	10%
Map & Demographic Quiz	10%
Journal Entries (4)	20%
Service-Learning Project/Presentation	20%
Short Essay Exams (4)	40%

A+	100-97	B+	89-86	C+	79-76	D+	69-66
A	96-93	B	85-83	C	75-73	D	65-63
A-	92-90	B-	82-80	C-	72-70	D-	62-60
						F	Below 60

Extra Credit

You can earn up to ten percentage points throughout the semester through extra credit. Extra credit examples include short reaction papers about a talk on campus or an event in Hawai'i that relates to the course. To be able to do extra credit, you must be passing with a 70% or better and you must have completed all of your regular assignments. I will also allow students who are averaging lower than 70% to do extra credit if they have a near-perfect attendance.

Schedule of Events

The instructor will give you weekly reminders about the readings, films, and meetings at field sites. Changes may be made to the syllabus and the Schedule of Events at the instructor's discretion.

## Schedule of Events

Month	Day	Day of Week	Event	Notes
August	25	T	<b>PART I: Introduction</b>	
	27	Th		Note taking, films, and grading
September	1	T	Holiday: Labor Day	
	3	Th		
	8	T	<b>PART II</b>	Writing Short Essays
	10	Th		
	15	T		Discuss Interdisciplinary focus at CPIS
	17	Th		
	22	T		
	24	Th		
	29	T	<b>PART III</b>	Discuss Service Learning, Begin Reading Part VI
October	1	Th		
	6	T		Visit Palolo Valley
	8	Th		
	13	T		
	15	Th		Mid-Semester Evaluations Report on Student Progress
	20	T	<b>PART IV</b>	
	22	Th		Visit Kaka'ako Shelter
	27	T		
	29	Th		
November	3	T		Group Selections
	5	Th		
	10	T	<b>PART V</b>	Discuss Presentations
	12	Th		
	17	T		
	19	Th		
	24	T		
	26	Th	<b>HOLIDAY: Thanksgiving</b>	
December	1	T	Group Presentation	
	3	Th	Group Presentation	
	8	T	Group Presentation	
	10	Th	Last day of instruction Discussion of Final Exam	CAFÉ: Student Evaluations PACS201 Islands of Globalization
	TBA		<b>FINAL EXAM</b>	

PART I: INTRODUCTION  
[Weeks 1-2]

Patrick Vinton Kirch (2000). Discovering the Oceanic Past. In *On the road of the winds: An archaeological history of the Pacific Islands before European Contact*. Berkeley: University of California Press, 12-41.

John Lynch (1998). Ideas about Pacific languages. *Pacific languages: An introduction*. Honolulu: University of Hawai'i Press, 272-277.

Film: Made in Taiwan. Directed by Dan Salmon. c2006, 45 minutes.

PART II: 'OUR SEA OF ISLANDS':  
Pacific Islanders in the United States, New Zealand and Australia  
[Weeks 3-5]

Manuhua Barcham, Regina Scheyvens and John Overton (2007). Rethinking Polynesian mobility: A new Polynesian triangle? Massey University: Centre for Indigenous Governance and Development (CIGAD) Working Paper Series, 1-21.

Asehati Liki (2001). Moving and rootedness: The paradox of the brain drain among Samoan professionals. *Asia-Pacific Population Journal* (Demographer's Notebook): 16(1): 67-84.

Robert A. Underwood (1985). Excursions into inauthenticity: The Chamorros of Guam. *Pacific Viewpoint* 26 (April): 160-184.

Film:

PART III: 'MICRONESIAN VOICES'  
Newer waves of Pacific Islanders  
[Weeks 6-8]

Joakim Peter (2000). Chuukese travelers and the idea of horizon. *Asia Pacific Viewpoint* 41(3): 253-267.

Reilly Ridgell, Manny Ikea, and Isaoshi Uruo (1994). The persistence of central Carolinian navigation. *ISLA: A Journal of Micronesian Studies* 2(2) Dry Season: 181-206.

Lyndsay Farrall (1981). Knowledge and its preservation in oral cultures. In *Oral traditions in Melanesia*. Edited by Donald Denoon and Roderic Lacey. Port Moresby: The University of Papua New Guinea and The Institute of Papua New Guinea Studies, 71-87.

Emelighter Kihleng (2005). 'The Micronesian question.' *Tinfish* Number 2 [June].

Vincente M. Diaz (2001). Hypo-modernity: Traditional: Carolinian navigation as critique and aesthetic. Paper presentation, Screening and lecture, History Department, State University of New York, Binghamton, 1-16.

Paulina Yourupi (2007). The impact of the Hokule'a voyage on my life. *Pacific Educator* 6(2): 18-19.

Film: Sacred Vessels: Navigating tradition and identity in Micronesia. Produced by Christine Taitano DeLisle and Vicente M. Diaz. Moving Islands Productions, c1997, 29 minutes.

Film: Micronesian Voices in Hawaii (DVDs 1-8). Micronesian Voices Conference, 3-4 April Center for Pacific Islands Studies, University of Hawai'i, Manoa. Taped by 'Ölelo Community Television, c2008 [each DVD varies in length].

#### PART IV: CIRCULAR MOBILITY Rural and Urban Dwellers [Weeks 9-11]

Murray Chapman and R. Mansell Prothero (1985). Circulation between 'home' and other places: Some propositions. *Circulation in population movement*, edited by Murray Chapman & R. Mansell Prothero. London: Routledge & Kegan Paul; 1-12.

Joel Bonnemaïson (1985). The tree and the canoe: Roots and mobility in ni-Vanuatu societies. *Mobility and identity in the island Pacific, Special issue of Pacific Viewpoint* 26(1): 30-62.

Leonard P. Maenu'u (1989). Land within traditional societies. *Ethnies: Renaissance in the Pacific Spring* (8-9-10): 30-35.

Geoffrey White (2007). Indigenous Governance in Melanesia. Discussion Paper. State, Society, and Governance in Melanesia Project. Australian National University; 1-16.

Bernard Mullu Narokobi (1989). The Melanesian way; Critics. *Ethnies: Renaissance in the Pacific Spring* (8-9-10): 96-101.

Film: Since the company came. Directed and produced by Russell Hawkins. First Run/Icarus Films, c2000, 53 minutes.

#### PART V: RELOCATIONS Climatic change and forced migration [Weeks 12-14]

Mark Cherrington (2008). Indigenous peoples and climate change; Guardians. *Cultural Survival Quarterly: Climate change and indigenous peoples*. Summer 32 (2): 10-15.

Holly M. Barker (2004). *Setting the stage: Geography, social/political organization, and the language of Marshall Islands; A colonial history of the Marshall Islands. Bravo for the Marshallese: Regaining control in a post-nuclear, post colonial world.* Australia: Wadsworth, a division of Thomson Learning, 4-32.

Barbara Rose Johnston and Holly M. Barker (2008). Prologue. *Consequential damages of nuclear war: The Rongelap report.* Walnut Creek, CA: Left Coast Press, Inc; 11-38.

Film: *Half life: A parable for the nuclear age.* Direct Cinema, c1986, 86 minutes.

PART VI: PACIFIC ISLANDS IN OTHER PACIFIC PLACES  
Incorporating Service Learning Activities  
[Week 15]

Leonard Mason and Pat Heriniko, eds. (1987). [selected chapters] *In search of a home.* Fiji: University of the South Pacific, Institute of Pacific Studies.

Jan Rensel and Margaret Rodman, eds. (1997). [selected chapters] *Home in the islands: Housing and social change in the Pacific.* Honolulu: University of Hawai'i Press.  
*change in the Pacific.*

Michael D. Lieber (1977). [selected chapters] *Exiles and migrants in Oceania* [ASAO Monograph No. 5]. Honolulu: University Press of Hawaii.

Winston Halapua (2001). "Introduction;" "Historical Background [chapter 1]." *Living on the fringe: Melanesians in Fiji.* Suva, Fiji: The University of the South Pacific, Institute of Pacific Studies, 15-53.

Asenati Liki-Chan Tung. Sogi relocation and the Melanesianization of a Samoan problem. Samoalive Newsline, <http://www.samoalive.com>, Provided by *Newsline Samoa Newspaper*, 31 May 2008 [1/16 to 6/16].

Hilda Heine (2001). Culturally responsive schools for Micronesian immigrant students. Pacific Resources for Education and Learning (PREL) Briefing Paper. Honolulu, 1-16.

Ann M. Pobutsky, Lee Buenconsejo-Lum, Catherine Chow, Neal Palafox, and Gregory G. Maskarinec (2005). Micronesian migrants in Hawaii: Health issues and culturally appropriate, community-based solutions. *California Journal of Health Promotion* 3(4): 59-72.

Homeless Service Utilization Report: Hawaii 2008. Center on the Family at the University of Hawai'i and the Homeless Program Branch of the Public Housing Authority.

Ullman, Michael, D. (2007). Not-so-silent epidemic: The rise in shelter utilization by Micronesians in Hawaii 2001 to 2006. *Pacific Magazine.*

Film: *Struggling for a better living: Squatters in Fiji.* Produced by the Citizens' Constitutional Forum Limited (CCF) Production House: The Regional Media Centre (RMC), c2007.



## CPIS UNDERGRADUATE CURRICULUM MAP

CPIS BA in Pacific Islands Studies  
Student Learning Objectives

- BA SLO1 Students can describe the diversity of Oceania.
- BA SLO2 Students can identify major events in the history of the region.
- BA SLO3 Students can explain indigenous issues and concerns.
- BA SLO4 Students can analyze processes of change in island societies.
- BA SLO5 Students can engage with Pacific Island communities at home or abroad.

I – Introduced, R – Reinforced, M – Mastered, A – Assessment, \* – Required Core Course/Activity

PACS COURSES	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
108 <i>Pacific Worlds*</i>	I	I	I	I	I
201 <i>Islands of Globalization*</i>	I/R	I/R	I/R	I/R	I/R
202 <i>Oceania on the Move*</i>	I/R	I/R	I/R	I/R	I/R
301 <i>Pacific Communities in Hawai'i</i>	R	R	R	R	R
302 <i>Contemporary Issues in Oceania</i>	R	R	R	R	R
303 <i>Creativity and Cultural Identity in Oceania</i>	R	R	R	R	R
401 <i>Senior Capstone Seminar</i>	M/A	M/A	M/A	M/A	M/A

## \*FOUNDATION COURSES (9 credits)

See above

## BREADTH COURSES (12 credits)

ANTH 350 Pacific Island Cultures	R	R	R	R	R
ANTH 323 Pacific Island Archaeology	R	R	R	R	R
HIST 288 Survey of Pacific Islands History	I/R	I/R	I/R	I/R	I/R
HIST 481 Pacific Islands I	R/M	R/M	R/M	R/M	R/M
HIST 482 Pacific Islands II	R/M	R/M	R/M	R/M	R/M

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	SLO1	SLO2	SLO3	SLO4	SLO5
ANTH 350 Pacific Island Cultures	R	R	R	R	
ENGPACS 370 Literature of the Pacific	R	R	R	R	
ECON 418 Pacific Island Economies	R/M	R/M	R/M	R/M	
ES 392 Change in the Pacific/ Polynesia	R	R	R	R	R
GEOG 365 Geography of the Pacific	R/M	R/M	R/M	R/M	
HIST 288 Survey of Pacific Islands History	I/R	I/R	I/R	I/R	
HIST 481 Pacific Islands I	R/M	R/M	R/M	R/M	
HIST 482 Pacific Islands II	R/M	R/M	R/M	R/M	
HIST 483 The United States in the Pacific	R	R/M	R/M	R/M	
HIST 495d History colloquium: History in Oceania	M	M	M	M	
LLEA 371 Europeans in the Pacific	R	R	R	R	
POLS 307c Topics in Comparative Politics: Pacific Islands	R	R	R	R	R
PACS 491 The Contemporary Pacific	R/M	R/M	R/M	R/M	

FOCUS COURSES (9 credits)

Track One: Public Policy and Community Development in Hawai'i

PACS 301 <i>Pacific Islander Communities in Hawai'i</i>	R		R		
ANTH 481 <i>Applied Anthropology</i>			R/M		
ANTH 370 <i>Ethnographic Field Techniques</i>			R		
ANTH 419 <i>Indigenous Anthropology</i>	R		M		
ES 310 <i>Ethnicity and Community: Hawai'i</i>	R		R		
ES 360 <i>Immigration to Hawai'i</i>	R		R		
PACS 495 <i>Encountering Tourism in Asian-Pacific Societies</i>		R	R		
POLS 306 <i>Comparative Politics of Developing Countries</i>		R	R		
PH 301 <i>Introduction to Public Health Issues (2 credits) (Spr '10)</i>			R		
ITE 360 <i>Introduction to Multicultural Education</i>			R		
ITE 440 <i>Curriculum Implications of Multicultural Education</i>			R		

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	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
<b>Track Two: Contemporary Issues</b>					
PACS 302 <i>Contemporary Issues in Oceania</i>	R	R	R	R	R
POLS 306 <i>Comparative Politics of Developing Countries</i>	R	R	R	R	R
POLS 304 <i>Indigenous Politics</i>	R	R	R	R	R
HIST 482 <i>Pacific Islands II</i>	R/M	R/M	R/M	R/M	R
GEOG 365 <i>Geography of the Pacific</i>	R/M	R/M	R/M	R/M	R
GEOG 468 <i>Topics in Geography</i>	R	R	R	R	R
ES 392 <i>Change in the Pacific: Polynesia</i>	R/M	R/M	R/M	R/M	R
ES 320 <i>Hawai'i and the Pacific</i>	R	R	R	R	R
AMST 474 <i>Preservation: Hawai'i, Asia, and the Pacific</i>	R	R	R	R	R
ANTH 316 <i>Anthropology of Tourism</i>	R	R	R	R	R
ANTH 430 <i>Human Adaptation to the Sea</i>	R	R	R	R	R
ANTH 447 <i>Polynesian Cultures</i>	R/M	R/M	R/M	R/M	R
OCN 310 <i>Global Environmental Change</i>	R	R	R	R	R
ASAN/PACS 495 <i>Encountering Tourism in Asian-Pacific Societies</i>	R	R	R/M	R	R
<b>Track Three: Culture, Arts, and Performance</b>					
PACS 303 <i>Creativity and Cultural Identity in Oceania</i>	R	R	R	R	R
PACS 494 <i>Culture and Consumption in Oceania</i>	R/M	R/M	R/M	R/M	R
ES 320 <i>Hawai'i and the Pacific</i>	R	R	R	R	R
ANTH 447 <i>Polynesian Cultures</i>	R/M	R/M	R/M	R/M	R
IP 369b <i>Study Abroad: Western Samoa</i>	R/M	R/M	R/M	R/M	R
IP 395 <i>Polynesian Folklore in Translation</i>	R	R	R	R	R
IP 427 <i>Topics in Samoan Literature</i>	R	R	R	R	R
IP 427b <i>Writings of Albert Wendt</i>	R	R	R	R	R
IP 427c <i>Samoan Women Writers</i>	R	R	R	R	R
MAO 261 <i>Maori Literature and Culture</i>	R	R	R	R	R
MAO 361 <i>Modern Maori Literature and Culture</i>	R	R	R	R	R
MAO 384 <i>Maori Language and the Performing Arts</i>	R	R	R	R	R
ART 475c <i>Art of the Pacific: Melanesia, Micronesia, Polynesia</i>	R/M	R/M	R/M	R/M	R
MUS 311j <i>Tahitian Ensemble</i>	R	R	R	R	R
MUS 311k <i>Oceanic Ensemble</i>	R	R	R	R	R

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	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
<u>Track Three: Culture, Arts, and Performance (cont'd)</u>					
MUS 478i <i>Musical Cultures: Music of Polynesia</i>	R/M		R/M	R/M	R
PACS 370/ENG 371 <i>Literature of the Pacific</i>	R	R	R	R	
ENG 470 <i>Studies in Asia/Pacific Literature</i>	R/M	R	R/M	R/M	
HWST/ENG 479 <i>Modern Pacific Women's Poetry</i>	R/M	R	R/M	R/M	
ACM 480 <i>Oceania Media and Culture</i>	R/M	R	R/M	R/M	M
PACS 462 <i>Drama and Theatre of Oceania</i>	R/M				

**APPENDIX K. Requested Letters of Support**

1. **Interdisciplinary Studies: Emanuel Drechsel**
2. **Public Health: Jay Maddock, Chair**
3. **Social Work: Jon Matsuoka, Chair**
4. **Anthropology: Geoffrey White, Chair**
5. **Indo Pacific Languages and Literatures: John Mayer, Chair**
6. **Ethnic Studies: Ibrahim G. Aoudé, Chair**
7. **Political Science: Nevzat Soguk, Chair**
8. **School of Pacific and Asian Studies: Edward Shultz, Interim Dean**
9. **UHWO Ross Cordy**
10. **KCC Keala Losch**
11. **Kauai CC Dennis Chun**
12. **Maui CC Ekela Kaniaupio-Crozier**
13. **UHHilo Fiona McCormack**



UNIVERSITY  
of HAWAII  
MĀNOA

12 January 2010

Professor  
Vilsoni Hereniko, Director  
Center for Pacific Islands Studies  
School of Pacific and Asian Studies  
University of Hawai'i at Mānoa  
1890 East-West Road  
Honolulu, HI 96822

Dear Professor Hereniko,

As a faculty member of the Interdisciplinary Studies Program, which until now has sponsored students with major equivalents in Pacific Islands Studies, and as a mentor to many such students, I am happy to respond to your call for support of a separate undergraduate program in Pacific Islands Studies. I am convinced that the University of Hawai'i at Mānoa, located at the center of the Pacific, ought to have a full-fledged Bachelor of Arts program of its own on the Pacific. It would permit you and your faculty not only to address the needs and concerns of Pacific Islands peoples, but also to recognize the Hawaiian Islands within their larger regional context, be it their natural environment, their economic and political circumstances, or their historical and cultural milieu. Until today, I have found much discussion about the Hawaiian Islands to miss connections to the Pacific hemisphere beyond most obvious links to North America or Asia – indeed, we hear much less about the Islands' ties to the South Pacific, let alone to Latin America, than is opportune. Hence, I believe that a strengthened Bachelor of Arts program in Pacific Islands Studies can make an important contribution to correcting such a narrow perspective, and wholeheartedly endorse your application for an independent Bachelor's program.

Aloha nui loa,

A handwritten signature in black ink, appearing to read 'Emanuel J. Drechsel'.

Emanuel J. Drechsel

2500 Dole Street, Krauss Hall 116  
Honolulu, Hawai'i 96822  
Telephone: (808) 956-7297  
Website: [www.hawaii.edu/is](http://www.hawaii.edu/is)

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**U N I V E R S I T Y   O F   H A W A I I   A T   M  
□   N O A**

**Office of Public Health Studies**

John A. Burns School of Medicine  
1960 East-West Road, Honolulu, Hawai'i 96822  
An Equal Opportunity/Affirmative Action Institution

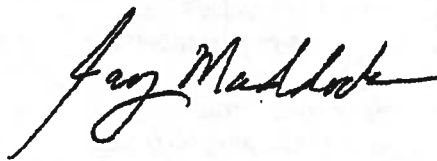
January 11, 2010

Vilsoni Hereniko  
Director  
Pacific Island Studies

Dear Vili,

On behalf of the Office of Public Health Studies, I would like to express my strong support for your proposal to develop a BA in Pacific Island studies. As you know, many of the Pacific Island nations experience severe problems with public health. Well trained individual with expertise in pacific island culture as well as public policy and community development are necessary to improve the health status of these populations. I believe that many of the graduates from the public policy track would make excellent candidates for the Master's in Public Health. I wish you the best of luck in getting your important degree established. Please let me know if there are any additional areas where my office can be of assistance.

Sincerely,



Jay Maddock, Ph.D.  
Professor & Director  
Office of Public Health Studies



UNIVERSITY  
of HAWAII<sup>o</sup>  
MĀNOA

January 22, 2010

Director Vilsoni Hereniko  
Center for Pacific Islands Studies  
University of Hawai'i at Mānoa  
1980 East West Road, Moore 215  
Honolulu, HI 96822

Dear Dr. Hereniko:

RE: Support for Bachelor of Arts Degree in Pacific Islands Studies

The BA in Pacific Islands studies will significantly expand the reach of existing academic programs in the Center for Pacific Islands Studies and further enhance its global reputation for excellence. The new interdisciplinary program takes advantage of the existing wealth of resources and expertise in Pacific Islands studies at the University of Hawai'i at Mānoa.


According to a series of comprehensive surveys, a significant percentage of students are taking Pacific Island courses and the number of majors is expected to substantially increase in the next few years. The focus in this area is fully in line with the University's strategic plan, especially in terms of its call for more service learning opportunities and enhancement of its longstanding focus on Asia and the Pacific. It also responds directly to State needs as government departments and private agencies seek help with the many issues surrounding Pacific Islander communities in Hawai'i. The program initiative provides potential employment opportunities for majors, and allows non-majors to learn more about the region of which Hawai'i is part, to enhance their cultural knowledge, and to satisfy Hawaiian and Asian/Pacific and other focus requirements.

We understand that majors can choose between three overlapping areas of concentration, 1) Public Policy and Community Development; 2) Contemporary Issues; and 3) Culture, Arts, and Performance. The first two areas are particularly relevant to Social Work and we are excited about the possibility of developing strong collaborative programs with Pacific Islands Studies. The diaspora of Pacific Island peoples throughout the Pacific Region and the influx of Micronesians to Hawai'i have brought widespread attention to these populations as many struggle to resettle in a foreign land. We have already begun planning sessions with faculty in this department and anticipate the development of meaningful and creative outcomes that will ultimately serve these critical communities.



For these reasons I unequivocally support the initiative to establish this degree opportunity to students and look forward to joint initiatives that will enrich our University, ultimately serve all of Hawai'i's residents, and position us in a leadership role for the Pacific Region.

Mahalo for your consideration.

A handwritten signature in black ink, appearing to read "Jon K. Matsuoka". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jon K. Matsuoka, Dean  
Myron B. Thompson School of Social Work



**UNIVERSITY  
of HAWAII**  
MĀNOA

January 10, 2010

Prof. Vilsoni Hereniko  
Director  
Center for Pacific Islands Studies,  
School of Pacific and Asian Studies,  
1890 East-West Road,  
Honolulu, HI 96822

Dear Vilsoni,

Thank you for sharing your Center's proposal for a new Bachelor of Arts degree in Pacific Islands Studies. I am happy to write a letter in support of the proposal.

My colleagues and I in the Department of Anthropology regard the Center for Pacific Islands Studies as an invaluable resource for our graduate and undergraduate programs. Because our department emphasizes Pacific and Asian anthropology, we constantly rely on courses, faculty and resources of the Center to support our graduate students and undergraduate teaching. In teaching 'anthropology of the Pacific' courses, I am especially aware that many undergraduate students, both local and from the U.S. mainland and Asia, come to the University of Hawai'i with a pre-existing interest in the Pacific Islands. Adding an undergraduate major is a logical step in the continued development of our identity as Pacific University. I am confident that there is a demand for this among undergrads and will be excellent preparation for many who go directly into local government or business careers, and certainly many with aspirations for graduate study in the social sciences, humanities, and professions.

I am impressed with the care with which you and Center faculty have assembled this proposal. It clearly reflects the extensive discussions and assessments that went into planning a program that will be relevant and sustainable. The elements of service learning and community-based research reflect the programmatic strengths that CPIS has built up over many years. Congratulations to you and your team. I look forward to this addition to our institutional repertoire of Pacific resources.

Sincerely,

Geoffrey White  
Professor and Chair

**UNIVERSITY OF HAWAII AT MANOA**

Department of Hawaiian and Indo-Pacific Languages and Literatures

January 8, 2010

**MEMO TO:** Dr. Vilsoni Hereniko, Director  
Center for Pacific Islands Studies

**FROM:** John Mayer, Chair  
Department of Indo Pacific  
Languages and Literatures

**SUBJECT:** B.A. Pacific Studies

It is with great enthusiasm that I write this letter of support for the proposed B.A. in Pacific Islands Studies. As a Pacific Island specialist and as chair of the Department of Indo-Pacific Languages and Literatures, I believe that this degree is long overdue. The popularity and success of the long established M.A. program in Pacific Islands Studies indicates that there will be significant student interest in an undergraduate program. The University of Hawaii at Manoa is recognized as a leader in Asian and Pacific Studies and it is particularly strong in its focus on the Pacific. This proposed undergraduate program would serve the needs of our students and at the same time it would increase the prestige and academic excellence of the University of Hawaii in the Pacific studies.

The Department of Indo-Pacific Languages and Literatures wholeheartedly supports this proposal and is committed to working with Pacific Islands Studies to plan and implement the program. Several of our faculty members are already affiliate faculty of Pacific Islands Studies and have served on numerous M.A. committees. In addition, IPLL currently has programs in five Oceanic languages (Chamorro, Maori, Samoan, Tahitian, and Tongan), the largest and most diverse Pacific language offerings of any university in the United States. These programs and their faculty members have become an important part of the Pacific Islands Studies graduate program and we anticipate a similar involvement in an undergraduate program of studies. The proposed B.A. in Pacific Islands Studies would be a very appealing option to many of our undergraduate students studying Pacific languages. Our Pacific language programs currently serve approximately 250-300 students each semester.

If you have any questions concerning our support for this proposal, please do not hesitate to contact me at 956-7371.

**UNIVERSITY OF HAWAII AT MĀNOA**

Ethnic Studies Department

January 25, 2010

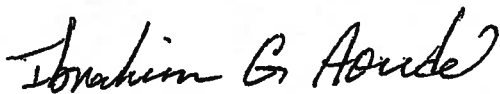
To Whom It May Concern

I write in support of the UHM Center for Pacific Island Studies' application for a B.A. degree program. The Department of Ethnic Studies believes that this is a natural and an overdue move for the Center of Pacific Island Studies (CPIS). Our collaboration with CPIS is long-standing and has been very rewarding for both units and would increase significantly with the establishment of a B.A. program at CPIS. Both units have been central in ensuring that UHM fulfill its vision and commitments to the Pacific region, especially the Pacific Basin. Through a B.A. program, undergraduates would have more chances to study the Pacific Basin than already exists now. Ethnic Studies would be happy to cross-list several of its existing courses with CPIS and our collaboration across both curricula would have a synergistic effect beneficial to both units.

Given the increasing diasporic/transnational presence of Pacific communities in the Islands, it would be natural for both Ethnic Studies and CPIS to increase their collaboration to better understand those diasporic/transnational communities. The work that is already being done by Ethnic Studies with Pacific Islander communities in Hawai'i would be more enhanced through increased collaboration as a result of having a B.A. in Pacific Island Studies. We already have faculty who sit on graduate thesis committees and CPIS graduate students who enroll in ES courses related to the Pacific Basin and indigenous Pacific communities.

The CPIS includes service-learning activities in its B.A. proposal. This is something that Ethnic Studies would be able to assist with as we have both the expertise in and the tradition of working with indigenous and Pacific Islander communities in Hawai'i.

Creating a B.A. program in Pacific Island Studies could only enrich the undergraduate experience at UHM, which is at the heart of the UHM mission. I, therefore, highly recommend to you the CPIS application for a B.A. program.  
Sincerely,



Ibrahim G. Aoudé,  
Professor and Chair



UNIVERSITY  
of HAWAII<sup>o</sup>  
MĀNOA

MEMORANDUM

Thursday 28 January 2010

RE: Support of BA Degree Program in Pacific Island Studies

Dear Colleagues:

On behalf of Hawai'i nuiākea School of Hawaiian Knowledge, I support the interdisciplinary course of study provided by the Center for Pacific Island Studies. This program meets three goals of University of Hawai'i Mānoa: (1) Destination of Choice; (2) Global leading research university; and (3) Respectful, inclusive community. First, this degree program will draw scholars and emerging scholars from across the Pacific interested in addressing complex social, cultural, political, health and wellness, economic and environmental issues. The multifaceted learning experiences coupled with the depth of faculty and affiliated faculty presents opportunity for rich conversation that will add value to the work and lives of communities across the Pacific.

In light of the unique faculty and students who will be drawn to this program, I would anticipate that synergies around complex conundrums in the sciences, humanities, education, social well-being, language and cultural revitalization, environmental and agricultural sciences and so on will be explored. The possibilities for multiple forms of research and inquiry are endless; hence, the potential for partnerships across university Colleges and Schools within Mānoa is unlimited. On this note, connecting with regional universities and communities in the Pacific fulfills the goal of inclusivity providing a unique set of multicultural learning experiences for major as well as non-majors.

Again, I support this innovative and forward-looking program! "*A'ohē pau ka 'ike I ka hālau ho'okahi.*" *All knowledge is not taught in the same school (one can learn from many sources.)*

Mālama Pono!

A handwritten signature in cursive script, appearing to read 'Maenette K.P. Ah Nee - Benham'.

Maenette K.P. Ah Nee - Benham, Dean

University of Hawai'i  
**KAPI'OLANI COMMUNITY COLLEGE**  
Arts and Sciences Division

86

29 'Ianuali 2010

Vilsoni Hereniko, Director  
Center for Pacific Islands Studies  
School of Pacific and Asian Studies  
1890 East-West Road  
Honolulu, HI 96822

Aloha mai e Vili,

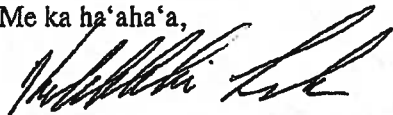
On behalf of the full-time faculty in Hawaiian and Pacific Islands Studies at Kapi'olani Community College (KCC), Palani Kelly, Noe Tupou, and myself, I am writing to express our continued full support for the approval of the Baccalaureate degree in Pacific Islands Studies at the University of Hawai'i at Mānoa (UHM). We believe that as an institution committed to the study of the Asia-Pacific region, it is essential that the UHM provide for undergraduate study of the region within which it is sited.

Having offered introductory courses in Pacific Islands Studies here at KCC since Spring 2000, we look forward to the opportunity for our students to continue their study of the region. The establishment of the Baccalaureate degree creates a clear pathway for our students to follow beyond the Associate degree level.

The regular consultation and communication that the Center for Pacific Islands Studies has engaged in with us has provided an exemplary model of collaboration and transparency for others in the system to follow. Your inclusive approach to program development has allowed us to better understand the ways that we at KCC can better prepare our students for your program, which has helped us immensely in our own planning and development.

It is our hope that your proposal will be approved and implemented quickly as we believe it is conceptually sound and academically rigorous. The existence of this degree is long overdue within the system and will be welcome news to our students.

Me ka ha'aha'a,



Kealalōkahi Losch  
Assistant Professor,  
Hawaiian and Pacific Islands Studies

4303 Diamond Head Road, Honolulu, HI 96816  
Telephone: (808) 734-9246, Facsimile: (808) 734-9151, [www.kcc.hawaii.edu](http://www.kcc.hawaii.edu)

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UNIVERSITY  
OF HAWAII  
HILO

Fiona McCormack  
Asst. Prof. Anthropology  
University of Hawai'i, Hilo  
200 W. Kawili St.  
HI 96720  
[fionam@hawaii.edu](mailto:fionam@hawaii.edu)  
808-974-7472  
Feb 1<sup>st</sup> 2010

To Whom it May Concern,

I am writing to offer support for the B.A. in Pacific Island Studies currently being proposed by the Centre for Pacific Island Studies (CPIS) at the University of Hawai'i, Manoa. As coordinator of a Certificate in Pacific Island studies at UH Hilo, I am aware of the growth in demand for quality undergraduate courses in this field. I fully believe that CPIS has the expertise to offer an exceptional B.A. program and expect to recommend the degree to Hilo students in the future.

Yours Sincerely,  
Fiona McCormack

**SOCIAL SCIENCES**

200 W. Kawili St. Hilo, HI 96720 • Phone: (808) 974-7460 • Fax: (808) 974-7737 • [www.uhh.hawaii.edu](http://www.uhh.hawaii.edu)  
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## UNIVERSITY OF HAWAII - WEST O'AHU

February 1, 2010

Dr. Vilsoni Hereniko  
Director  
Center for Pacific Islands Studies  
School of Pacific and Asian Studies  
University of Hawai'i at Mānoa  
1890 East-West Road  
Honolulu, Hawai'i 96822

Dear Dr. Hereniko,

**SUBJECT: Proposed B.A. in Pacific Islands Studies at UH Mānoa**

I very strongly support your Center's proposal to establish a BA degree in Pacific Islands Studies at UH Mānoa.

I am the senior faculty member in UH - West O'ahu's Hawaiian-Pacific Studies program. We are, I think, currently the only UH System BA level program that focuses on Pacific Islands Studies, and ours is a unique blend of Hawaiian Studies and Pacific Islands Studies (BA in Humanities with a Concentration in Hawaiian-Pacific Studies). In expanding our program from a two year junior-senior program to a four year undergraduate program, we looked at many of the issues that you have considered. So your proposal seems very reasonable to me. One example is your proposed requirement of 33 credits + 12-16 more for 2 years of a Pacific language. This is similar to what we decided upon for our concentration, 49 credits (including 2 years of a Pacific language). I personally found your proposed multi-track focus requirement to be very interesting, and I think it will greatly appeal to students and set up many students for future careers of value to the UH, the State of Hawai'i, and Pacific island nations.

Also, I fully agree that adding a BA program will greatly expand the impact of your Center. I have always believed that Mānoa needed a BA program in Pacific Islands Studies. Many UH scholars have done and do work out in wider Oceania. And Hawai'i has sizable islander communities, as well as many island students that come to UH to school. And native Hawaiians' historical and cultural ties are to wider Oceania, which they often poorly realize. Your BA program and courses at UH Mānoa should attract many undergraduate students, whether majors or not, and draw greater attention to the Pacific. I believe that this will enable Pacific Islanders to see their wider linkages (including a better understanding of their link to Hawai'i) and be able to develop a range of careers benefiting Hawai'i and their home islands and benefiting themselves at a personal level. I believe that this will enable native Hawaiian students to better understand their historical and cultural links with Oceania, a historical and cultural empowerment of sorts. And students of other ethnicities will gain a better understanding of the Pacific that will lead to a better future for all of us in Oceania. Also, I believe that an active focused Pacific Islands Studies BA should help pull together affiliated UH Mānoa faculty who work in the Pacific, which can only enhance your program and UH Mānoa.

96-129 Ala Ika, Pearl City, Hawai'i 96782  
Facsimile: (808) 453-6176  
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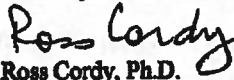
2/2/2010



Last, we at UH West O'ahu have always viewed your graduate program as a sister program, where our students have an important option to pursue a graduate career, starting with a MA in Pacific Islands Studies. I believe your Center's development of a BA program will open many more opportunities for cooperation between our programs and increase benefits for our students, as Mānoa has many more faculty with Pacific interests and many more offerings. I see your BA program as a potential means of helping our students be able to take some courses from afar that we do not offer.

So, again, I highly support your proposed program. Your Center is well known internationally in Pacific Islands Studies, but it has lacked a BA degree. Adding such a degree will result in many more students passing through your Center and greatly strengthen your program. In turn this will benefit UH Mānoa and the UH System. I truly hope that the UH System realizes the great value of such a proposed BA and moves forward to make it a reality.

Sincerely,



Ross Cordy, Ph.D.  
Associate Professor, Hawaiian-Pacific Studies  
University of Hawai'i - West O'ahu

Our lives rest upon our sense of place. The place where our roots dig down, and our limbs reach up. Where the road from our past links to the path toward our future. The fulcrum upon which we balance our treasured experiences and our dearest dreams.

I am proud to be here today because part of my sense of place rests at the Center for Pacific Island Studies. I stand among those who have had the opportunity to study here, to benefit from the mission of the Center, and to carry those teachings and experiences forward into everything I have tried to accomplish since.

My place is the Pacific, and my dreams are for unity and prosperity for all of our brethren throughout Oceania. I was fortunate to have those values instilled in me by my kupuna and others who helped shape my early life. But it was here at the Center that I was free to work with others who shared my passions and guided my work.

I was relatively young when I came here. I admit that I didn't feel particularly young at the time, because I think we always feel ready for whatever challenges we encounter. But in retrospect, I had a lot to learn and I needed a place where I could stiffen my bones for the opportunities to come.

**Senator J. Kalani English**  
**Statement**  
**Center for Pacific Island Studies**  
**60<sup>th</sup> Anniversary**  
**25 February 2010**

STATE CAPITOL  
HONOLULU, HAWAII 96813

**The Senate**



February 26, 2010  
Page 2 of 2

What I found here was a program that not only focused on the Pacific Islands and issues of concern to Pacific Islanders, but did so in an open, multi-disciplinary way. All of us who have traveled the Pacific—whether for academic purposes or simply because we love the places and the people—have seen the rich diversity of the area's cultures and inhabitants. Such a place called for an educational approach that was equally diverse. That matching of people, place, and philosophy provided me with endless support and opportunity. I cannot say enough to express my gratitude to the Center for giving me so much that sits at the foundation of what I do today.

Today, as a state senator and as president of the Association of Pacific Island Legislatures, addressing issues of importance to the Pacific region is a daily occurrence, and those concerns run the gamut from economic development to health to governance and cultural preservation. I do not think I would have been successful in analyzing and responding to those concerns if it had not been for the rich, multi-disciplinary education I received here.

Over the past 60 years, I cannot imagine the number of lives changed and vital initiatives supported—directly and indirectly—by the work that the Center has done.

Our lives rest on a sense of place. For all of us who call the Pacific region home, and who wish the best for the future of our special part of the world, Sixty years of history and effort has made the Center for Pacific Island Studies our place. Our future will grow from here. And I offer my dearest hope that it is a very long—and very prosperous—future indeed.

# HPS

Hula Preservation Society

May 10, 2010

Vilsoni Hereniko, Director  
Center for Pacific Island Studies  
School of Pacific and Asian Studies  
1890 East-West Road  
Honolulu, HI 96822

Aloha mai kāua e Director Hereniko,

I am writing to you from the non-profit Hula Preservation Society. Established in 2000, our work focuses on the senior-most Hula Masters of Hawai'i. We document their life stories, hula training, childhoods here in the islands, upbringing with their families, and the values and beliefs they live by and share with their families and communities. Such wisdom and insights are being documented for future generations, as the Hawai'i of today is so different than the one these elders grew up in:

For all of us as people living and working in these islands, an understanding and working knowledge of island ways, values, and beliefs is essential. The hula elders HPS works with throughout Hawai'i naturally exude such "ways of life."

Many young people today do not have the opportunity to readily learn about or experience such "ways of life" as easily through their families and communities, as our present elders did. As a result, when they mature and enter the workforce, many do not come with adequate knowledge of or skills relating to these islands in which we are all trying to live and make a living.

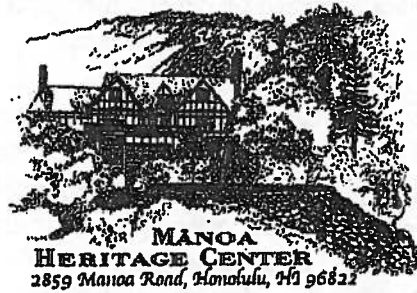
An undergraduate degree in Pacific Island Studies would be invaluable, not only to the students involved, but to their future employers and colleagues as well. We are definitely in full support of such a program being implemented.

If you have any questions, please do not hesitate to contact us. Our information is below.

Me ke aloha,



Maile Beamer Loo-Ching  
Co-Founder



May 10, 2010

Dr. Vilsoni Hereniko, Director  
 Center for Pacific Islands Studies  
 University of Hawai'i at Mānoa  
 1890 East-West Road, Moore 215  
 Honolulu, HI 96822

Dear Vilsoni,

As a graduate of the Center for Pacific Islands Studies (CPIS) Master of Arts program at the University of Hawai'i, I often pause to reflect on the advantages this program has given me in my professional life. When I heard recently that CPIS is proposing to start a Bachelor of Arts degree in Pacific Islands Studies at UH Mānoa I felt this was a positive move. A Bachelor of Arts degree would add to the already excellent Master of Arts program that now exists and serve students at all levels. I support the offering of this additional degree because I believe that there is a need in the community for strong Pacific Islands cultural skills and knowledge. I also feel that students who earn this degree will have skills that will enhance their employment opportunities. For example, in my field of culture and the arts and museum education, there is a need to have an awareness of not only the history and cultures of the Pacific, but also of contemporary Pacific peoples in our community today. My studies at CPIS provided me valuable background knowledge that has allowed me to see the both the historical perspective of this region as well as be able to relate to and help people living in our region today. My focus is on culture and the arts, which in the Pacific is viewed as more than just a hobby or entertainment. Canoe building, weaving, tool making, body adornment and carving were a means to survival and an integral part of a way of life and belief system. The arts are an avenue into a deeper understanding of the cultures of the Pacific. The study of the Pacific through the arts has enabled me to function within these cultures more effectively and harmoniously.

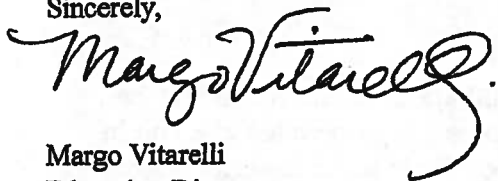
The University of Hawai'i is, by virtue of its history, indigenous culture, present multi-cultural population and geographical location, an important Pacific hub of learning that serves not only Hawai'i but the whole Pacific region. It is only fitting that our University has a strong Pacific Studies program for both graduates and undergraduates. The Pacific is an area experiencing rapid economic development and social transformation. It is a region that offers unique insights

into social transformation processes triggered by development and political change. Here in Hawai'i, being part of the Pacific is part of our unique identity.

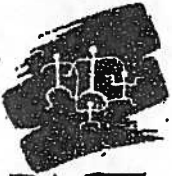
The University of Hawai'i has a central role in preparing its students for life, change and a worthwhile and productive profession. Many of the professions students pursue will be located in the Pacific region. Understanding the dynamics of this region will help a graduate, whether in the field of law, health, economics, agriculture, oceanography or art. Whatever the profession, a person working in this region, will often be dealing with people from this region with cultural ties to one of the islands in the Pacific. Knowing how to deal effectively with people is, as we know, one of the most important and useful skills to have in the workplace.

Serving students' needs and interests and preparing them to be productive citizens are just some of the goals of a university. By expanding the CPIS program, I believe that UH will be more effectively able to fulfill its mission.

Sincerely,



Margo Vitarelli  
Education Director  
Mānoa Heritage Center  
2859 Mānoa Road  
Honolulu, Hawai'i 96822  
Ph: 988-1287  
margomhc@hawaiiantel.net



**PACT**

PARENTS AND  
CHILDREN TOGETHER

*A Family Service Agency*

1485 Linapuni Street, Suite 105  
Honolulu, Hawaii 96819  
Tel. (808)847-3285  
Fax (808)841-1485

**OAHU PROGRAMS**

COMMUNITY TEEN CENTER

CPS VISITATION CENTERS

EARLY HEAD START/  
HEAD START

ECONOMIC DEVELOPMENT  
CENTER

FAMILY PEACE CENTER

FAMILY VISITATION CENTER

HANA LIKE HOME  
VISITOR PROGRAM

INTENSIVE SUPPORT SERVICES

KANEHOE COMMUNITY  
FAMILY CENTER

KPT FAMILY CENTER

OHIA DOMESTIC VIOLENCE  
SHELTER

PU'UHONUA DOMESTIC  
VIOLENCE CENTER

RESPIRE CARE

**MAUI COUNTY PROGRAMS**

FAMILY PEACE CENTER

INTENSIVE SUPPORT SERVICES

LANAI INTEGRATED SERVICES

FAMILY VISITATION CENTER

**KAUAI COUNTY PROGRAMS**

FAMILY VISITATION CENTER

INTENSIVE SUPPORT SERVICES

Member:



Child Welfare League of America



Alpha United Way



COA

May 11, 2010

Vilsoni Hereniko, Director  
Center for Pacific Islands Studies  
1890 East-West Road, Moore 212  
Honolulu, HI 96822

Dear Mr. Hereniko,

We fully support your request to begin a bachelors of art program in Pacific Island studies through the University of Hawaii system.

As a large family service agency Parents And Children Together has been working with Pacific Island communities on all the major islands of Hawaii for 40 years. Through community building, social and health programs we have found a general lack of knowledge about most Pacific Island cultures in the students coming out of four year colleges. There is certainly a need for professionals to understand these different cultures and how culture can affect the health in a community, family and individual.

To this end we will commit to working with the faculty and staff of this new field of study to support the community arm of your program through internship placement, course talks and other activities.

Good luck in your endeavors.

Sincerely,

Christina Simmons, MPH, IBCLC, RLC  
Family Centers & Hawaii Parent Information Resource Director  
Parents And Children Together



## KOKUA KALIHI VALLEY

(Comprehensive Family Services)

2239 North School Street, Honolulu, Hawaii 96819

Phone (808) 791-9400 ♦ Fax (808) 848-0979

May 5, 2010

Dr. Wilsoni Hereniko  
 Director, Center for Pacific Islands Studies  
 1890 East-West Road, Moore 212  
 Honolulu, HI 96822

Dear Dr. Hereniko,

On behalf of the staff at Kokua Kalihi Valley (KKV), I am pleased to write this letter in support of your proposal to develop a Bachelor of Arts degree in Pacific Islands Studies. As Executive Director of a community health center that serves close to 6,000 Pacific Islanders each year, I commend the initiative of the Center for Pacific Islands Studies to increase the number and quality of culturally competent service providers.

Kokua Kalihi Valley is a non-profit community health center that has been operating in Kalihi Valley for 37 years and offers a broad array of medical, dental, and social services to over 9,600 patients. Because our patients hail from a rich cultural and linguistic diversity, we strive to employ individuals who are only culturally competent. We value connecting technical skills with cultural knowledge, understanding and practice, and we work to empower our patients as well as assist them to build capacity.

Kalihi Valley has been classified as a Medically Underserved Area, and the need for culturally competent service providers is great. A Bachelor of Arts in Pacific Islands Studies Program would graduate students with a strong foundation in cultural skills and knowledge who are prepared to work in the field of social work, public health, and nursing. Furthermore, this program would assist in increasing the number of service providers who are dedicated to work in areas with the most need. With this said, I urge you to support the proposal of the Center for Pacific Islands Studies.

Sincerely,

  
 David Derant, MD, MPH  
 KKV Executive Director

*Providing Medical & Dental Services, Health Education, Family Planning, Perinatal, WIC and Social Services to Kalihi Valley resident since 1972. Neighbors being neighborly to neighbors.*



**C. Narrative for Academic Cost and Revenue Template**

a. The anticipated number of majors is approximately 25% of the enrollment of PACS 108, as noted in 3 surveys, conducted in Fall 2008, Spring 2009, and Fall 2009. As the number of sections of PACS 108 expands, we anticipate a gradual increase in majors. Even so, *the numbers reported here are conservative.*

b. The Annual SSH was determined by multiplying the student semester hours offered each year (for example, in 2010–2011 there will be 15 classes offered for 3 credits each (45 possible hours) multiplied by the number of majors anticipated (ex. 20), resulting in 900 SSH.

c. The salary figures are those of 1 associate professor at .75 time (teaching 1 grad level course per year), 1 assistant professor at full time, and 1 half-time junior specialist (2.25 FTE in total). The years with 2.0 FTE, the assistant professor will teach one graduate-level course, reducing her cost to the undergraduate program by .25, and the junior specialist will teach the additional course.

d. Other personnel costs include 1 teaching assistant in 2010–2012, and an additional teaching assistant beginning in 2012–2013. Salaries for the graduate teaching assistant and a lecturer (see K3) will come from redirecting faculty salary and the Center's National Resource Center federal grant funds.



A	B	C	D	E	F	G	H	I	J	K
Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years)										
ENTER VALUES IN YELLOW CELLS ONLY										
CAMPUS/Program										
Manoa/Center for Pacific Islands										
Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 5 yrs for Doc										
Year 1										
Year 2										
Year 3										
Year 4										
Year 5										
Year 6										
Year 2015-16										
7	ENTER ACADEMIC YEAR (i.e., 2004-05)									
8	Students & SSH									
9	A. Headcount enrollment (Fall)	20	30	40	50	60	70			
10	B. Annual SSH	900	1,440	2,040	2,700	3,240	3,240			
12	Direct and Incremental Program Costs Without Fringe									
13	C. Instructional Cost without Fringe	\$ 147,150	\$ 153,286	\$ 141,178	\$ 165,805	\$ 172,437	\$ 178,334			
14	C1. Number (FTE) of FT Faculty/Lecturers	2.25	2.25	2.00	2.25	2.25	2.00			
15	C2. Number (FTE) of PT Lecturers	-	-	-	-	-	-			
16	D. Other Personnel Costs	\$ 14,957	\$ 15,555	\$ 29,914	\$ 31,110	\$ 32,354	\$ 33,648			
17	E. Unique Program Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
18	F. Total Direct and Incremental Costs	\$ 162,107	\$ 168,851	\$ 171,093	\$ 196,915	\$ 204,791	\$ 212,982			
19	Revenue									
20	G. Tuition	\$ 284,400	\$ 504,000	\$ 714,000	\$ 945,000	\$ 1,134,000	\$ 1,023,840			
21	Tuition rate per credit	\$ 316	\$ 350	\$ 350	\$ 350	\$ 350	\$ 316			
22	H. Other	\$ 20,800	\$ 21,632	\$ 22,497	\$ 23,397	\$ 24,333	\$ 25,308			
23	I. Total Revenue	\$ 305,200	\$ 525,632	\$ 738,497	\$ 968,397	\$ 1,158,333	\$ 1,049,148			
24										
25										
26	J. Net Cost (Revenue)	-143,093	-356,781	-565,404	-771,482	-953,542	-836,164			
27										
28										
29										
30	Program Cost per SSH With Fringe									
31	K. Instructional Cost with Fringe/SSH	\$ 217	\$ 141	\$ 92	\$ 82	\$ 71	\$ 74			
32	K1. Total Salary FT Faculty/Lecturers	\$ 138,508	\$ 142,226	\$ 129,687	\$ 153,832	\$ 159,985	\$ 166,384			
33	K2. Cost Including Fringe of K1	\$ 184,283	\$ 192,005	\$ 175,050	\$ 207,673	\$ 215,980	\$ 224,618			
34	K3. Total Salary PT Lecturers	\$ 10,844	\$ 11,070	\$ 11,512	\$ 11,973	\$ 12,452	\$ 12,950			
35	K4. Cost Including Fringe of K3	\$ 11,178	\$ 11,624	\$ 12,088	\$ 12,572	\$ 13,075	\$ 13,598			
36	L. Support Cost/SSH	\$ 469	\$ 469	\$ 469	\$ 469	\$ 469	\$ 469			
37	Non-Instructional Exp/SSH	\$ 551	\$ 551	\$ 551	\$ 551	\$ 551	\$ 551			
38	System-wide Support/SSH	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72			
39	Organized Research/SSH	\$ 154	\$ 154	\$ 154	\$ 154	\$ 154	\$ 154			
40	M. Total Program Cost/SSH	\$ 686	\$ 610	\$ 581	\$ 551	\$ 540	\$ 543			
41	N. Total Campus Expenditure/SSH	\$ 942	\$ 942	\$ 942	\$ 942	\$ 942	\$ 942			
42										
43	Instruction Cost with Fringe per SSH									
44	K. Instructional Cost/SSH	\$ 217	\$ 141	\$ 92	\$ 82	\$ 71	\$ 74			
45	O. Comparable Cost/SSH	\$ 302	\$ 302	\$ 302	\$ 302	\$ 302	\$ 302			
46	Program used for comparison.	Hawaiian Studies								
47										
48	Reviewed by campus VC for Administrative Affairs:	(date)								
49	Instructions	10/21/10								
50	Please include an explanation of this template in your narrative.									





