This course will introduce students to contemporary Indigenous literatures of Oceania, in a variety of genres and media: plays, poems, stories, novels, essays, films, video, music, and so forth. It will also introduce students to relevant ways of conceptualizing and understanding the Pacific Ocean and its Indigenous peoples. We will spend most of the semester comparing and contrasting contemporary texts produced by Kanaka Maoli (indigenous Hawaiians) with contemporary texts produced by Maori from Aotearoa New Zealand and contemporary texts produced by Pacific Islanders from places such as Tonga, Samoa, Rotuma, Niue, the Cook Islands, and Fiji. In addition, we will explore at least a few texts produced by Indigenous peoples living on either side of the Pacific, including Aboriginal peoples in Taiwan and American Indians and First Nations peoples in North America.

Required Texts

Sia Figiel, *Where We Once Belonged* (Kaya Press)  
Patricia Grace, *Potiki* (Capuchin Classics)  
Victoria Nalani Kneubuhl, *Hawai‘i Nei: Island Plays* (University of Hawai‘i Press)  
Craig Santos Perez, *from Unincorporated Territory [Hacha]* (Tinfish)  

Books available from SBX, 1806 N. High Street (291-9528)

Other readings available through Carmen.

NOTE: This syllabus is subject to minor adjustments over the course of the semester. It is each student’s responsibility to keep up with changes announced in class.
**Course Policies**

**Attendance.** You should plan to attend every meeting of this class. Regular attendance is required, and I will take attendance every class period. Students who miss more than two class meetings without providing an excuse recognized by the university as legitimate (such as documented proof of a serious illness, or participation in a university-sponsored event) will have their final course grades lowered by one third of a letter grade for each unexcused absence over two. **Five or more unexcused absences are grounds for failure of the course.**

**Preparing Essays.** When you turn in your exploration papers and your final essay (described below) you are required to 1) type or word process your essay in a readable, 12 point font, 2) double-space your text and provide one-inch margins, 3) place your name and the course number on the first page, 4) number your pages after page one and place your last name next to the number on each page, 5) title your essay, and 6) edit and proofread the final version.

**Late Essays.** Essays are due at the beginning of class on the date due. Plan accordingly, especially if you are prone to computer problems. Late essays will lose a letter grade for every day late. Please speak to me ahead of time if you anticipate problems meeting essay deadlines.

**Academic Integrity.** The basic idea of academic integrity is that the university holds you accountable for the work you hand in for assessment. All work is expected to be your own. When quoting, paraphrasing, or summarizing the work of others, you are expected to cite your sources. The university considers plagiarism—using someone else’s words or ideas as if they were your own—a serious and punishable act of academic misconduct. It is also an act of academic misconduct to hand in recycled or revised work originally produced for another course without the permission of both instructors. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

**Students With Disabilities.** The Office for Disability Services, 150 Pomerene Hall, 1760 Neil Avenue, offers services for students with documented disabilities. Contact ODS at 292-3307.

**Useful Addresses and Numbers**
Department of English, Main Office, 421 Denney Hall, 292-6065, www.english.osu.edu
Writing Center, 475 Mendenhall Lab, 688-4291, www.csw.org (on-line appointment scheduling and on-line tutorials)

**Assignments**

1. **Class Participation. 15%**  
   Students will be rewarded for actively contributing to class discussions and for listening attentively, as well as for coming to class on time, well prepared (including having checked the class Carmen site for the day’s discussion questions), and with a positive attitude. Informal assignments, including in-class writing, will count as part of the participation grade.

   Here is the rubric I follow in grading participation:
*To earn an “A,” students come to class having read all the assigned reading and having prepared a set of questions and comments to bring up in class. “A” students are leaders in class who volunteer to speak in response to the professor's questions and also to other students' contributions. Never dominating the conversation, “A” students listen carefully and respond to what others are saying. “A” students may disagree vigorously (but politely) with the professor, and they always cite specific passages in the text(s) to back up opinions.

*To earn a “B,” students read all the material assigned for the day and make at least one contribution to the conversation in each class meeting, showing good familiarity with the reading and good comprehension of the discussion.

*To earn a “C,” students speak only occasionally, they make comments or raise questions that are peripheral to the reading assignment, and/or they do not cite the reading assignment while speaking.

2. **Discussion Leader. 15%**

Each student will serve as a designated discussion leader once during the semester. Please sign up for a specific day on the class Carmen site.

When you are a discussion leader, prior to class you are responsible for 1) preparing 3 – 5 well thought out questions designed to help spur class discussion, which you will post on the class Carmen site no later than 5:00 p.m. the evening before class, and 2) preparing a detailed answer (1 – 2 double-spaced pages) to one of the posted questions, either one of your own, or one posted by another discussion leader, which you will turn in during class. On the day you serve as a discussion leader, in class you are responsible for 1) pointing the class to relevant passages or scenes in the assigned text(s) for close reading and discussion, and 2) suggesting connections among the assigned texts and previous readings. Discussion leaders will be graded individually; however, it is a good idea to consult with the other discussion leaders for your day to avoid repetition.

3. **Exploration Papers. 3 - 4 pages each. Due regularly (see daily syllabus). 30%**

Use these three short essays to “explore” ideas you find interesting, provocative, or problematic in the assigned readings and ongoing class discussion. You may develop your own topics or use the discussion leaders’ questions as inspiration, but each of your three exploration papers should 1) have a clear focus relevant to class discussions and 2) involve close reading and analysis of assigned texts. The class will be divided into Group A (first half of the alphabet) and Group B (second half of the alphabet); see the daily syllabus for specific due dates.

**NOTE:** Although it can be appropriate to write Exploration Papers in a personal voice (e.g., using “I”), these are not “personal response” essays. The primary focus should be on close readings, analyses, and comparisons based in the assigned readings, rather than on unsupported personal feelings or unsupported personal opinions about authors, cultures, politics, histories, and so forth. Please speak to me if you have questions about what is and is not appropriate.
4. **Final Essay. 6 – 8 pages. Due Wednesday, April 24. 40%**
Develop one or more ideas from your Exploration Papers and/or from our class discussions into a longer, more developed essay. As in the Exploration Papers, your final essay should have a **clear focus** and it should make an **argument**. In addition, your final essay should involve close reading and analysis of **3 - 4 of the assigned readings**, including at least one of the final three assigned texts (*The Salt Wind, People of the Whale, or from Unincorporated Territory*). We will discuss more specific guidelines in class. Use MLA style parenthetical citations; you do not need a separate Works Cited page unless you do additional outside research. While outside research is not required, it may be helpful (and it will likely be interesting), depending on your specific topic.

**Daily Syllabus**

**Week 1**

W 1/9 Introduction to course and syllabus.

Fr 1/11 Read Finney, “The Other One-Third of the Globe” (Carmen), and explore *Map of Oceania* online (Carmen link). Sign up for discussion leaders.

**Week 2**


Fr 1/18 Read Hau’ofa, “Our Sea of Islands” and “The Ocean in Us” (Carmen). **Informal assignment:** Look for popular representations of Oceania, the Pacific Islands, and Pacific Islander peoples (e.g., in advertising, in tourist promotions, in magazines, on television, in film, on the web, etc.) and bring examples of these to share in class.

**Week 3**

W 1/23 Read Sinavaiana, “introduction: a kind of genealogy” and poems “Sā Nafanuā,” “death at the christmas fair,” “Te Maori,” and “village of hope” (Carmen).

Discussion leaders #1:__________________________________________

**Exploration Paper #1 due for Group A.**

Fr 1/25 Read Figiel, *Where We Once Belonged*, through page 64. Also read excerpts from Margaret Mead, *Coming of Age in Samoa* (Carmen), and the Wikipedia entry for *Coming of Age in Samoa* (Carmen link). Discussion leaders #2:__________________________________________
Week 4
W 1/30
Read Figiel, *Where We Once Belonged*, through page 198.
Discussion leaders #3: 
Exploration Paper #1 due for Group B.

Fr 2/1
Read Figiel, *Where We Once Belonged*, through end. Also, read Ellis’s interview with Figiel and Sinavaiana’s review of Figiel (Carmen).
Discussion leaders #4:

Week 5
W 2/6
Read Taylor, “Sad Joke on a Marae,” and Walker, “Marae: A Place to Stand” (Carmen), and visit Maori.com online (Carmen link). Also, begin reading *Potiki*.
In-class screening of film documentary *Bastion Point Day 507*.
No discussion leaders.

Fr 2/8
Read Orbell, “Maui: The Trickster Hero” (Carmen), and Grace, *Potiki*, through Part I.
Discussion leaders #5:

Week 6
W 2/13
Read Grace, *Potiki*, through end. Also read Grace, “Influences on Writing” (Carmen).
Discussion leaders #6:
Exploration Paper #2 due for Group A.

Fr 2/15
Discussion leaders #7:

Week 7
W 2/20
Read “Brief Definition of Waka” (Carmen), and Sullivan, *Star Waka*.
Discussion leaders #8:
Exploration Paper #2 due for Group B.

Fr 2/22
Reread Sullivan. Discussion of *Star Waka* continues.
Discussion leaders #9:

Week 8
W 2/27
Discussion leaders #10:
Exploration Paper #3 due for Group A.
Fr 3/1 Read Blaisdell, “Wither the Hawaiians?” (Carmen), and watch “Hawai’i vs. US Imperialism” from the Pinky Show online (Carmen link).
In-class screening of DVDs about Hawaii.
No discussion leaders.

**Week 9**

W 3/6 Read Trask, “Introduction,” “From a Native Daughter,” and poems “Chant of Lamentation,” “Hawai’i,” and “Colonization” (Carmen).
Discussion leaders #11: _______________________________________
**Exploration Paper #3 due for Group B.**

Fr 3/8 Read Kneubuhl, “The Conversion of Ka’ahumanu,” in Hawai’i Nei: Island Plays. (You may also find it helpful to read the Introduction to Hawai’i Nei by Howes.)
Discussion leaders #12: _______________________________________

**Week 10**

W 3/13 **Spring Break—no class**

Fr 3/15 **Spring Break—no class**

**Week 11**

Discussion leaders #13: _______________________________________

Fr 3/22 Read McDougall, The Salt-Wind through Part II.
Discussion leaders #14: _______________________________________

**Week 12**

W 3/27 Read McDougall, The Salt-Wind through end.
Discussion leaders #15: _______________________________________

Fr 3/29 Read Hogan, People of the Whale, through page 51.
Discussion leaders #16: _______________________________________

**Week 13**

W 4/3 Read Hogan, People of the Whale, through page 240.
Discussion leaders #17: _______________________________________

Fr 4/5 Read Hogan, People of the Whale, through end.
Discussion leaders #18: _______________________________________

**Week 14**

W 4/10 Review Hogan. Read Harrison, “Sea Level: An Interview with Linda Hogan” (Carmen), and Cote, Introduction to Spirits of Our Whaling Ancestors (Carmen). Also, begin reading Perez, from Unincorporated
*Territory*, and bring Perez to class.

Discussion leaders #19: ________________________________

**Fr 4/12**
Read Perez, *from Unincorporated Territory*. Also, explore the web site for Guampedia (Carmen link).

Discussion leaders #20: ________________________________

**Week 15**

**W 4/17**

No discussion leaders.

**Fr 4/19**
Review Perez. Final class meeting.

No discussion leaders.

**W 4/24**
**Final essay due in 421 Denney by 3:00 p.m.**