

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME
2007 TRIMESTER 2
HIST 219: Pacific History
CRN 1935

Lecturer: Dr Adrian Muckle
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Lecture Times: Monday and Friday, 11-11:50am
Venue: HU LT 220

Tutorials: Will be arranged in the first week of the trimester, and groups and rooms will be posted on the History noticeboard later that week.

Office Hours: Will be announced at the first lecture and posted on Blackboard. You may also telephone or email me.

Additional Information

Information about any changes to the timetable or programme will be announced in lectures and posted on Blackboard.

Course Aims and Objectives

By the end of this course students will have been introduced to the history of the Pacific Islands region. This introduction will be acquired by attending lectures, by reading as directed or recommended, by participating in tutorial discussions and by completing the assessment tasks. Students should be able to demonstrate a familiarity with the principal themes of Pacific history in their assessed written work. As well as introducing students to the history of the Pacific Islands region, this course aims to develop skills that are important to historians. These skills all have wider application in areas outside of the study of history. In developing these skills you are also enhancing your value to future employers.

These skills include:

- 1) having an appreciation of the diversity of perspectives involved in multi-cultural settings;

- 2) being able to evaluate conflicting interpretations of events, as well as detect bias and the unstated assumptions underlying the arguments (as presented in tutorial readings, etc.);
- 3) being able to effectively argue a viewpoint through clearly stated, well-planned and researched essays;
- 4) being able to clearly and confidently give verbal expression to ideas, arguments and questions in small-group (e.g., tutorial) situations; and
- 5) showing attention to detail by applying the conventions of historians in citation, referencing and documentation.

Course Content

This course covers the history of the peoples of the Pacific Islands from their initial settlement of the region to the present day. A major theme throughout is Pacific Islanders' consistent expectation of influences and opportunities from beyond the horizon, and their ability to incorporate these into their own world-views. Beginning with Pacific Islanders' colonisation of the region, the course then moves on chronologically to chart Pacific Islanders' progressive involvement in the emerging global economy following sustained European contact and involvement with the region.

The course promotes the need for an understanding of a variety of perspectives to appreciate the dynamics of Pacific Island history. Throughout the course a Pacific Island perspective is emphasized. It is demonstrated that this perspective often contrasted dramatically with the beliefs and values of European commentators and participants, and also that world-views varied considerably within the Pacific Islands.

Because of the diversity of cultures within the Pacific Islands, lectures will be based around general themes backed up by select examples.

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However, the course bibliography (see below) provides a detailed bibliography to enable students to pursue essay themes for the island groups of their choice.

See the Lecture and Tutorial schedules (below) for further detail.

Course Reading

Essential texts:

- Writing History Essays
- HIST 219 Book of Readings

NB. Books of Reading are distributed from the Student Notes Shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop the day after placing an order online. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays), 10.00 am – 1.00 pm Saturdays. Phone: 463 5515

The latest edition of *Writing History Essays* can be downloaded from: <http://www.vuw.ac.nz/history/degrees/docs/WritingHistEssays2006.pdf>

Recommended Reading:

- Campbell, I.C., *Worlds Apart: A History of the Pacific Islands*, Christchurch: Canterbury University Press, 2003.

- Denoon, D. et al (eds), *The Cambridge History of the Pacific Islanders*, Cambridge and New York: Cambridge University Press, 1997.
- Howe, K.R., *Where the Waves Fall: a new South Sea Islands history from first settlement to colonial rule*, Sydney: Allen & Unwin, 1984.
- Howe, K.R., Kiste, R.C. and B.V. Lal (eds), *Tides of History: the Pacific Islands in the twentieth century*, St. Leonards: Allen & Unwin, 1994.

NB All of these texts are available from the VUW library on 3-day loan. The works by Campbell and Denoon can also be ordered and purchased from Vicbooks.

Assessment

There are four assessment items for HIST 219:

1. a quiz during week three, **Monday, 23 July** (10%);
2. a first 2000 word essay due on **Friday, 10 August** (35%);
3. a second 2000 word essay due on **Friday, 5 October** (35%);
4. and an in-class terms test on course lecture material during the last lecture on **Friday, 12 October** (20%).

A list of map locations to learn for the quiz will be available during the first week of term. A review of examinable topics for the terms test will be distributed during the last week of tutorials (1–5 October). The lecturer is available for consultation on essays and any problems you are having with the course during weekly office hours, and by appointment outside of these hours.

Relationship between assessment and course objectives:

The Map Test is designed to familiarise students with the political geography of the region. Essays One and Two require students to undertake independent historical research (using mainly secondary material) to find sufficient evidence to support fully the statement of a thesis in response to the set question(s). The two essays assess most of the skills set out under “Course Aims and Objectives” (including the ability to research, evaluate, argue and write) as well as the students’ ability to apply ideas and lessons developed in lectures and tutorials. The Class Test assesses students’ general knowledge of material presented in lectures and tutorial readings.

Mandatory Course Requirements

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- b) Attend at least **seven** of the ten tutorials

PLEASE NOTE that **Friday 19 October 2007** is the FINAL DATE on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 19 October must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

Penalties

Students will be penalised for late submission of essays—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

NB. Extensions for assignments can be requested BEFORE the due date in the case of illness or unforeseen circumstances. Please fill out a form at the History office and see the lecturer. If you have multiple assignments due at the same time during the trimester you may request a renegotiation of due dates **before the end of week 4**. Otherwise, multiple assignments due at the same time will not be accepted as a reason for an extension request.

Workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to HIST

219. This includes two hours of lectures and a one hour tutorial per week.

Aegrotats

Please note that under the Assessment Statute (Sections 4.5) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of **second** trimester courses in 2007 the starting point for this period is Monday **24 September 2007**.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University

Calendar available in hard copy or under ‘About Victoria’ on the VUW home page at www.vuw.ac.nz.

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University’s life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at: www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/staffconduct

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

www.vuw.ac.nz/policy/academicgrievances

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one’s own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University’s website: www.vuw.ac.nz/home/studying/plagiarism.html

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070 email: disability@vuw.ac.nz

The History Disability Liaison Person is Giacomo Lichtner and he can be contacted on 463 6756 or email giacomo.lichtner@vuw.ac.nz. His office is located in 412 Old Kirk Building.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407**, and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as

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organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is

located on the ground floor, Student Union Building.

HIST 219 Course Map 2007

| Week | Lecture topics | Tutorial topics (9) | Notes | |
|---|--|---|-------|--|
| 1: 9–13 July | 1: Introduction: What is “Pacific History”? | No tutorial this week. | | |
| | 2: The Austronesian settlement of Oceania | | | |
| 2: 16–20 July | 3: Culture histories: Melanesia and Polynesia | The Melanesia-Polynesia divide | | |
| | 4: Traditional histories and archaeological reconstructions | | | |
| 3: 23–27 July | 5: Rapa Nui: development in isolation Terms/map TEST (10%) | Ecodisaster on Rapanui: self-destruction or ‘fatal impact’? | | |
| | 6: The Sweet Potato in Pacific history | | | |
| 4: 30 July–3 August | 7: Armchair travellers: European mapping of Oceania | Pacific history in the Central library | | |
| | 8: First encounters in the Spanish Lake | | | |
| 5: 6–10 August | 9: <i>Documentary</i> : First Contact | The Discovery of Tahiti | | |
| | 10: Cook in Hawaii, 1778-79 | | | |
| First essay due at the beginning of week 6: Monday, 13 August. | | | | |
| 6: 13–17 August | 11: Pacific Islanders discover Europe | The Death of Cook. | | |
| | 12: Guns in Pacific history: the transformation of warfare | | | |

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|---|---|---|--|--|
| Midterm break: 20 August–2 September | | | | |
| 7: 3–7 Sept. | 13: Tahiti: Pomare and the LMS | Polynesian kingdoms: the Hawaiian and Tahitian states | | |
| | 14: New Caledonia: Bouarate and the Melanesian sandalwood trade | | | |
| 8: 10–14 Sept. | 15: The Labour Trade | The Labour Trade | | |
| | 16: <i>Documentary</i> : Act of War—the overthrow of the Hawaiian Nation (1893) | | | |
| 9: 17–21 Sept. | 17: Fiji: Cakobau and Ma’afu | Essay writing workshop | | |
| | 18: [tba] | | | |
| 10: 24–28 Sept. | 19: Solomon Islands: Colonial rule and Maasina Rule | Resistance to Colonial Rule | | |
| | 20: World War II in Oceania | | | |
| 11: 1–5 Oct. | 21: Towards decolonisation | Ethnonationalism | | |
| | 22: Decolonisation curtailed | | | |
| Second essay due at the beginning of week 12: Monday, 12 October | | | | |
| 12: 8–12 Oct. | 23: The meaning of independence | No tutorial this week. | | |
| | 24: CLASS TEST (20%) | | | |

TOPICS for Essay One, due 13 August (35%)

- Q.1 What did J.W. Davidson mean when he said that Pacific Islands history should be “islander-oriented” and that it should focus primarily on the study of “multicultural” situations? How useful or relevant is Davidson’s approach for historians of the Pacific today?
- Q.2 Are Melanesia and Polynesia valid cultural entities or merely geographical divisions? Justify your answer.
- Q.3 To what extent do indigenous narratives of Pacific island settlement and archaeological reconstructions of settlement complement each other in explaining the early history of Oceania?
- Q.4 What was the distinctive contribution of *either* Andrew Sharp *or* Robert Langdon, to the history of the settlement of the Pacific islands? To what degree are either of their theories still valid?
- Q.5 What are the roles of environment and climate as dynamic factors in early Polynesian history? Are these factors adequate to understand apparent social, religious and political transformations or cultural differences?
- Q.6 How isolated were Pacific Island communities in the period between initial colonization and the onset of sustained Western contact in the nineteenth century?
- Q.7 “The evil things that happened ... might have been avoided if there had been some one to make us understand each other” (Mendana’s 2nd expedition). To what degree can initial encounters between the Pacific Islanders and European explorers—in any period—be explained solely in terms of mutual understandings?
- Q.8 ““Islands and beaches” is a metaphor for the different ways in which human being construct their worlds and for the boundaries that they construct between them. It is a natural metaphor for the oceanic world of the Pacific where islands are everywhere and beaches must be crossed to enter them or leave them, to make them or change them” (Denning, *Islands and Beaches...*, preface). Using specific examples discuss ways in which Pacific Islands have been “made” or “changed” by the crossing of beaches since first settlement?
- Q.9 Can the death of Captain Cook at Kealakekua Bay in February 1779 be explained without recourse to traditional Hawaiian politics and ritual?
- Q.10 What do accounts by early explorers tell us about English interactions with Tahitians and Hawaiians? To what extent (if any) did interactions differ between Tahiti and Hawaii?
- Q. 11 What impact did Pacific islanders have on Europe and European ideas about Oceania before 1830?

TOPICS for Essay Two, due 12 October (35%)

- Q.12 To what extent can the arrival of new technologies or ideas (e.g., guns and Christianity) explain the emergence of unified kingdoms in Hawaii, Tonga and Tahiti?
- Q.13 Assess the impact of Christianity on gender relations in Pacific Island societies.
- Q.14 To what extent did the economic activities of European traders and settlers contribute to the loss of sovereignty in Oceania in the nineteenth century? Discuss in relation to one or more Pacific Island societies.
- Q.15 Assess the effects of the labour trade on the communities from which recruits were drawn.
- Q.16 With reference to both Melanesia and Polynesia, critically examine the varieties of resistance offered by Pacific Islanders to foreign control during the colonial era.
- Q.17 Write a brief history of *either* the Japanese administration of Micronesia *or* the German administration of New Guinea. In what ways did Japanese *or* German rule in the Pacific Islands differ from that of other outside powers?
- Q.18 Describe the ways in which the presence and policies of the French in New Caledonia led to the progressive marginalization of the indigenous (Kanak) people in their own homeland.
- Q.19 Assess the achievements, or lack of them, of Sir Arthur Gordon's tenure in Fiji in light of the findings of revisionist literature on late nineteenth-century Fijian history.
- Q.20 Assess the impact of World War Two on perceptions of the Pacific Islands among Pacific Islanders themselves as well as the Western colonial powers involved in the region.
- Q.21 In what ways can the Second World War be seen as having a "quickening effect" upon the social, political and economic structures of those Pacific islands that were affected by it?
- Q.22 What steps did colonial power take to prepare the Pacific islands for independence and how effective were these measures? Discuss in relation to one or more independent Pacific Island countries.
- Q. 23 To what extent have *either* West Papua *or* the French Pacific territories (New Caledonia, French Polynesia, Wallis and Futuna) been decolonised since 1945?

Guide to Themes and Tutorials

Introduction

Lecture 1: Introduction: What is “Pacific History”?

Theme I: Early Settlement and Cultural Development

The focus of Theme I will be on three key areas of debate: how the Pacific was first settled; the environmental impact of pre-European settlement; and the relevance of the Melanesia-Polynesia divide.

Lecture 2: The Austronesian settlement of Oceania

Lecture 3: Culture histories: Melanesia and Polynesia

Lecture 4: Traditional histories and archaeological reconstructions

Lecture 5: Rapa nui: development in isolation

Lecture 6: The Sweet Potato in Pacific history

Week 2 tutorial: The Melanesia-Polynesia divide

Thomas, N., “Melanesians and Polynesians: ethnic typifications inside and outside anthropology”, in Ballantyne, T. (ed.), *Science, empire and the European exploration of the Pacific*, Aldershot, Hants; Burlington, VT, 2004, pp.297–319

Douglas, B., ‘Rank, power, authority: A reassessment of traditional leadership in South Pacific societies’, *Journal of Pacific History*, vol.14 (1), 1979, pp.2–27.

Discussion Issues

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How appropriate are the terms Melanesia and Polynesia as cultural groupings? On what kinds of evidence are they based? How useful is leadership as a focus for analysing cultural divisions within Oceania? What other kinds of criteria could also be used for defining cultural divisions (please come to the tutorial with examples)?

Further reading on this topic

Campbell, I.C., *Worlds Apart: A History of the Pacific Islands*, Christchurch, 2003, pp.15–33.

Clark, G., ‘Shards of meaning: archaeology and the Melanesia-Polynesia divide’, *Journal of Pacific History*, vol.38 (2),2003, pp.197–216.

*Sahlins, M.D., ‘Poor man, rich man, big man, chief: Political types in Melanesia and Polynesia’, *Comparative Studies in Society and History*, vol. 5, no. 3, 1963, pp.285–303.

Week 3 tutorial: Ecodisaster on Rapanui: self-destruction or fatal impact?

Bahn, P. and J. Flenley, *Easter Island, Earth Island*, London, 1992, pp.164–180 and 211–218.

Rainbird, Paul, ‘A Message for our future? The Rapa Nui (Easter Island) ecodisaster and Pacific island environments’, *World Archaeology*, 33(3), 2002: 436–451.

Discussion Issues

What role have humans had in changing the environment of Pacific islands? Is the environmental history of Rapa Nui best characterised as the result of islander self-destruction or European impact? What is Rainbird’s argument? Which explanations (and which message for the future) do you find most convincing? Why?

Further reading on this topic

Kirch, P.V., *The Evolution of the Polynesian Chiefdoms*, Cambridge, 1984, pp. 264–278. Or Kirch, P.V., "Man's role in modifying tropical and sub-tropical Polynesian ecosystems", *Archaeology in Oceania*, vol. 18, no.1, 1983, pp.26–31.

Theme I—Recommended Readings

- *Davidson, J.W., 'Problems of Pacific History', *Journal of Pacific History*, vol.1, 1966, pp.5–21.
 - Gunson, N., 'Understanding Polynesian traditional history', *Journal of Pacific History*, vol. 28, no. 2, 1993, pp. 139–158.
 - *Irwin, G., 'Against, Across and Down the Wind: A case for the systematic exploration of the remote Pacific Islands', *Journal of the Polynesian Societies*, vol. 98, no. 2, 1989, pp.167–206.
 - Kaeppler, A.L., 'Exchange patterns in goods and spouses: Fiji, Tonga and Samoa', *Mankind*, vol. 11, 1978, pp.246–252.
 - Langdon, R., 'When the Blue-Egg Chickens come home to roost', *Journal of Pacific History*, vol. 24 (2) 1989, pp.164–192.
 - *Meleisea, M., 'We want the forest, yet fear the spirits: Culture and change in Western Samoa', *Pacific Perspective*, vol. 9, no. 1,1980, pp. 21–29.
 - *Spriggs, M., 'Pacific Archaeologies: Contested Ground in the Construction of the Pacific', *Journal of Pacific History*, vol. 34, no.1, 1999, pp.109–121.
 - *Thomas, W.L., 'The Pacific Basin: An introduction' in A.P. Vayda (ed.) *Peoples and Cultures of the Pacific*, New York, 1968, pp. 3–26.
- * = provided in the HIST 219 Book of Readings

Week 4 tutorial: Pacific history in the Central library

Details to be announced in class.

Theme II: Encounters with Europeans

The focus of Theme II will be the European exploration of the Pacific beginning with the Spanish (1567-1606) and ending with Cook's third voyage. Particular attention will be given to historical debates surrounding early European encounters with Polynesians in Tahiti (1767-69) and Hawai'i (1778-79).

Lecture 7: Armchair travellers: European mapping of Oceania

Lecture 8: First encounters in the Spanish Lake

Lecture 9: *Documentary*: First Contact

Lecture 10: Cook in Hawaii, 1778-79

Lecture 11: Pacific Islanders discover Europe

Lecture 12: Guns in Pacific history: the transformation of warfare

Week 5 tutorial: The Discovery of Tahiti

Robertson, George, *The discovery of Tahiti: a journal of the second voyage of H.M.S. Dolphin round the world, under the command of Captain Wallis, R.N., in the years 1766, 1767 and 1768 written by her master George Robertson*, Hugh Carrington (ed.), London: Hakluyt Society, 1948, pp.135–177.

Discussion Issues

List the significant action episodes described by Robertson (groups of related actions). What does this account tell us about violence and commerce? What indications are there that Tahitians and Europeans placed different meanings on what happened during their encounters

with each other? What can we learn from this account about Tahitian social and political relationships?

Further reading on this topic

Banks, J., *The Endeavour Journal of Joseph Banks 1768-1771*, ed. J.C. Beaglehole, Sydney, 1962, vol. I, pp.303–305, 384–86.

Borofsky, R. and A. Howard, “The Early Contact Period”, in Alan Howard and Robert Borofsky (ed.), *Developments in Polynesian Ethnology*, Honolulu, 1989, pp.241–275.

Cook, J., *The Journals of Captain James Cook*, ed. J.C. Beaglehole, Cambridge, 1955, vol. I, pp.74–134.

Week 6 tutorial: The Death of Cook

Dening, G., ‘The death of Captain Cook’, *Pacific Island Monthly*, April 1984, pp.15-17; May 1984, pp.51–53.

Obeyesekere, G., *The Apotheosis of Cook: European Mythmaking in the Pacific*, Princeton, N.J. and Honolulu, 1992, pp.102–119.

Kamakau, S.M., *Ruling Chiefs of Hawaii*, Honolulu, 1961, pp.92–104.

Discussion Issues

Was Cook a god?—what evidence is there for believing that Cook was Lono? Why was Cook killed? How important was Cook’s own behaviour? Which accounts seem most plausible to you? Why are these questions so much debated?

Further reading on this topic

Beaglehole, J.C., *The Death of Captain Cook*, Wellington : Alexander Turnbull Library, 1979.

Daws, G., “Kealakekua Bay revisited: a note on the death of Captain Cook”, *Journal of Pacific history*, vol.3, 1968, pp.21–23.

Sahlins, M., *How "natives" think: about Captain Cook, for example*, Chicago: University of Chicago Press, 1995.

Theme II—Recommended Readings

Campbell, I.C., ‘European-Polynesian encounters: A critique of the Pearson thesis’, *Journal of Pacific History*, vol. 29, no. 2, 1994, pp. 222–231.

Campbell, I.C., ‘Savages Noble and Ignoble: the Preconceptions of Early European Voyagers in Polynesia’, *Pacific Studies*, vol. 4 (1980), pp.45–59.

Dening, G., ‘Ethnohistory in Polynesia: the Value of Ethnohistorical Evidence’, *Journal of Pacific History*, vol.1, 1966, pp.23–42.

Douglas, B., ‘Seaborne Ethnography and the Natural History of Man’, *Journal of Pacific History*, vol.38, no.1, 2003, pp.3–27.

Frost, A., ‘The Pacific Ocean: the Eighteenth Century's "New World"', *Studies on Voltaire and the Eighteenth Century*, 151-55 (1976), pp.779–822.

Pearson, W.H., ‘Hawkesworth’s Alterations’, *Journal of Pacific History*, vol. 7 (1972), pp.45–72.

*Williams, G., ‘Seamen and Philosophers in the South Seas in the Age of Captain Cook’, *Mariner's Mirror*, 65 (1979), pp.3–22.

* = provided in the HIST 219 Book of Readings

Theme III: Pacific Islander and European Interaction on the Eve of Colonisation

The focus of Theme III will be the interactions between Pacific Islanders and Europeans in the nineteenth century before the onset of formal colonial rule.

Lecture 13: Tahiti: the Pomares and the LMS

Lecture 14: New Caledonia: Bouarate and the sandalwood trade

Lecture 15: The Labour Trade

Lecture 16: *Documentary*: Act of War—the overthrow of the Hawaiian Nation (1893)

Lecture 17: Fiji: Cakobau and Ma'afu

Lecture 18: [tba]

Week 7 tutorial: Polynesian kingdoms: the Hawaiian and Tahitian states

D'Arcy, P., 'Warfare and State Formation in Hawaii: The Limits of Violence as a Means of Political Consolidation', *Journal of Pacific History*, vol.38, No.1, 2003, pp.29–52.

Gunson, N., 'Pomare II of Tahiti and Polynesian Imperialism', *Journal of Pacific History*, vol.4, 1969, pp.65–82.

Discussion Issues

What similarities are there between Tahiti and Hawaii in the early decades of the nineteenth century? How did Kamehameha I and the Pomare II achieve pre-eminence in the post-contact era? How important were traditional forms of expansion and European influence in this achievement? How important were warfare and Christianity in the consolidation of political power?

Further reading on this topic

Newbury, C., *Tahiti Nui: Change and Survival in French Polynesia, 1767-1945*, Honolulu, 1980.

Daws, G., *Shoal of Time, A History of the Hawaiian Islands*, New York, 1968.

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Week 8 tutorial: The Labour Trade

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Discussion Issues

What motivated Oceanians to participate in the labour trade? What was life like for labour recruits working in Hawaii and New Caledonia? In what ways would their experiences have been the same or different? What forms of violence did they experience and how much was violence a feature of their lives?

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- * = provided in the HIST 219 Book of Readings

Theme IV: Resistance and Decolonisation

The focus of Theme IV will be on interactions in the context of resistance to colonial rule in the twentieth century, World War II, and the postwar movement towards decolonisation.

Lecture 19: Solomon Islands: Colonial Rule and Maasina Rule

Lecture 20: World War II in Oceania

Lecture 21: Towards Decolonisation

Lecture 22: Decolonisation curtailed

Lecture 23: The meaning of independence

Lecture 24: **Class test**

Week 9 tutorial: Essay writing workshop

Details to be announced in class.

Week 10 tutorial: Resistance to colonial rule

Fifi'i, J., *From Pig-Theft to Parliament: My Life Between Two Worlds*, Honiara, 1989, pp.45–77.

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Discussion Issues

What did the participants of the Rabaul strike and the Maasina Rule Movement hope to achieve? How feasible were their aspirations, given the attitudes and circumstances prevalent at the time? Do these two

events suggest any reasons for the relative lack of violent resistance to colonial rule after the initial campaigns of pacification that established colonial rule?

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Week 11 tutorial: Ethnonationalism

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Discussion Issues

What is the liberal ideal? (What is Ward’s argument?) How have indigenous aspirations been articulated in New Caledonia and Fiji? How compatible is the “liberal ideal” with the aspirations of indigenous groups within the Pacific? What are the challenges of “chiefship” in Fiji? To what extent have these challenges been overcome? (What place is there for the Council of Chiefs?) What influence can “commoners” have?

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NB. This bibliography is a guide only. It concentrates on works published up to 2001. It does not include many of the more recent publications on these subjects. Many, but not all, of the books and periodical articles mentioned are held on the 3-day loan shelves or on Closed Reserve. Some items may not be available at the VUW library or may be missing. Please bring any problems that arise to the attention of the Course Coordinator.

* = Items on 3-day loan or closed reserve

JOURNAL ABBREVIATIONS

| | |
|------|--------------------------------------|
| AA | American Anthropologist |
| AinO | Archaeology in Oceania |
| JPH | Journal of Pacific History |
| JPS | Journal of the Polynesian Society |
| JSO | Journal de la Société des Océanistes |
| NZJH | New Zealand Journal of History |
| PS | Pacific Studies |
| TCP | The Contemporary Pacific |

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- Journal of Pacific History—This has an index up to 2000 and an annual bibliography of work on the Pacific.
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