



Pacific History: An Introduction

History 104

Semester 2, 2018

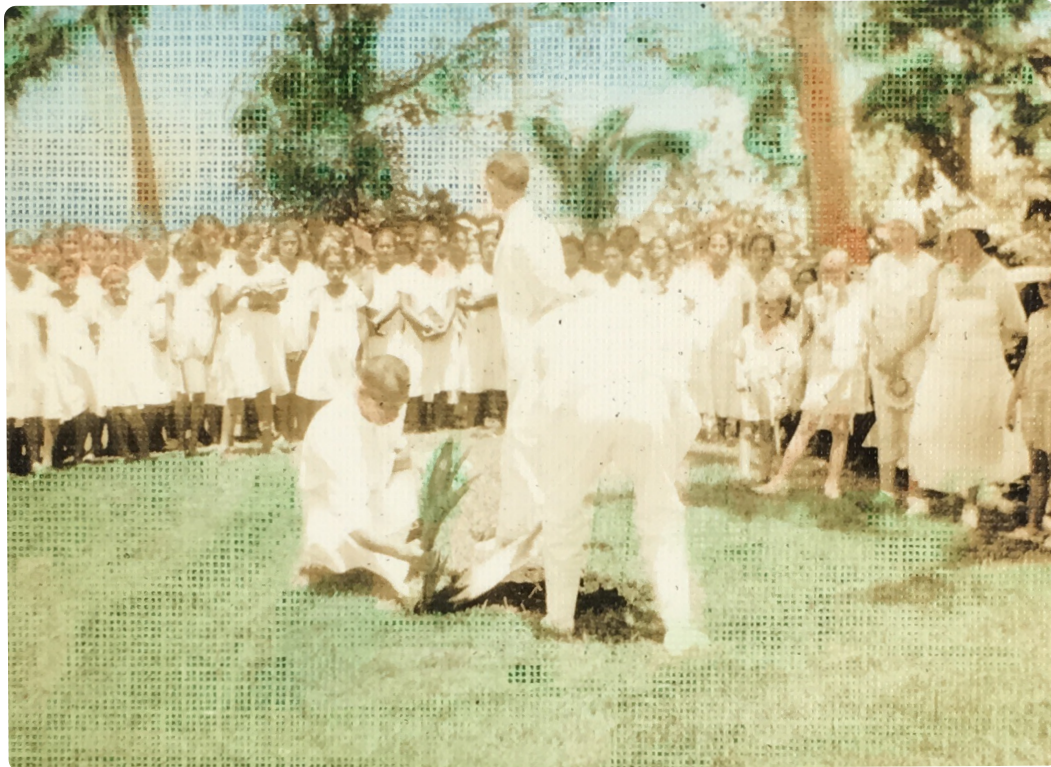
Associate Professor Damon Salesa

Seira Aukuso-Su'e

Stapley Farmer
'Boarding a Ship off Niue'
1960s

Auckland Public Library 1056-391

Course Overview



This course is designed to give students an overview of Pacific history. Designed for students unfamiliar with the history of the Pacific, as well as those who have knowledge of particular Pacific histories but less awareness of broader Pacific history, it will introduce the major narratives of the Pacific, and the key ways in which this history has been constructed.

This course is framed around two ways of introducing Pacific histories:

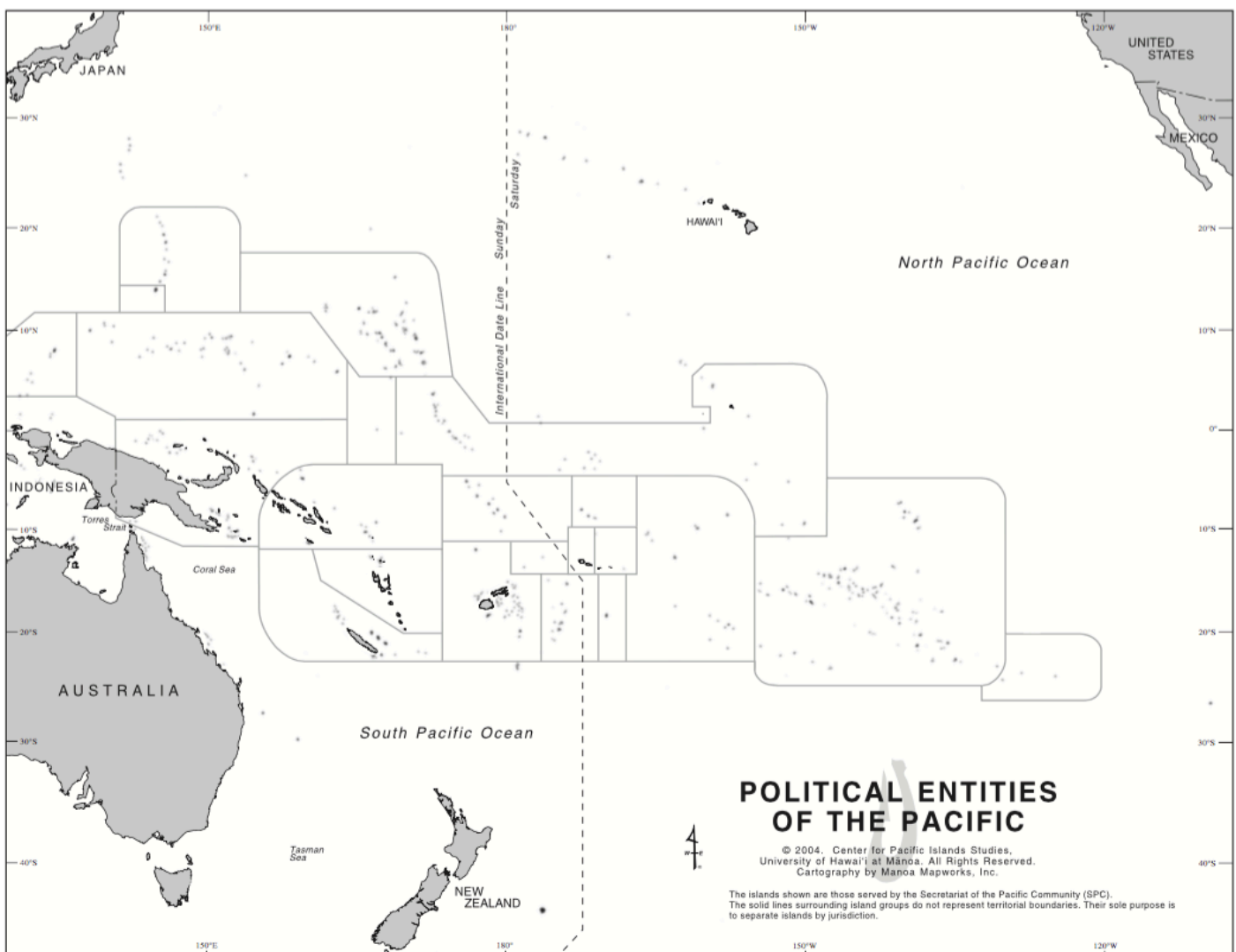
- I. **Learning Histories** We will learn key historical narratives, in order to understand both the kinds of changes that were widely shared by Pacific peoples, and also those that effected people more locally, or particular groups of people-- such as women, or different

language or ethnic groups.

- II. **Making Histories.** We often learn best by doing. One of the objectives of this class is to get students to *become* Pacific historians, tackling primary sources, using traditional and non-traditional, written and non-written sources, and thinking about indigenous and non-indigenous histories. So, in order to prepare students we will also learn about, analyse and practice, different methods, techniques and approaches to the construction of history.

Student Learning Objectives

1. To have a foundational understanding of the history of the Pacific from 1700-2000, to identify different kinds of historical narrative within this range, and to be able to discern the different interests that are present in them.
2. To understand some key concepts in the analysis of imperial, colonial and indigenous histories of the Pacific (for example: agency, power, mana, culture, orality and so on).
3. To be able to comprehend and explain the variation and diversity of histories across the Pacific, and within particular settings of different cultures, or times, or groups of people.
4. To have competently worked with primary historical texts of different kinds, and from different historical traditions, and to robustly be able to identify and differentiate different kinds of sources
5. To have built some fundamental skills in researching, analyzing, synthesizing, and crafting a history.



History 104 Key Dates

18 July	FIRST LECTURE
13 August	CLOSE READING DUE
23 August	MIDTERM IN CLASS TEST
27 August- 8 September	MID-SEMESTER BREAK
17 September	ONE PAGE RESEARCH ESSAY PROPOSAL DUE
15 October	RESEARCH ESSAY DUE
18 October	LAST LECTURE
	EXAM DATES ANNOUNCED MID-SEMESTER

Lecture Plan

The course is delivered in two one hour lectures and one (compulsory) one hour tutorial. The lectures will be interactive, and students should have completed the required reading before attendance.

Lectures and tutorials will include a mix of:

- the presentation of historical narratives
- the presentation and analyses of primary sources of history
- the presentation of indigenous forms and sources of history

All readings and viewings are available through TALIS, navigable via Canvas.

A. AN INDIGENOUS OCEAN

1. **Course Introduction.**

18 July.

This class will go over student learning objectives, the work plan in the class, course materials and explain assessment and class protocols.

Reading: read this course guide.
Bring any questions you have to class.

2. **The Indigenous Discovery of the Pacific.**

19 July.

This class will provide an overview of the initial settlement of the Pacific by Pacific Islanders, in conjunction with the set reading.

Reading: Irwin, G. (2006) 'Voyaging and Settlement', in Vaka moana: voyages of the ancestors : the discovery and settlement of the Pacific. Auckland, N.Z.: David Bateman, pp. 56–99.

3. **'Native Seas'.**

25 July.

This class will look at the maintenance of connections and relationships over distances by Pacific peoples.

Reading: Salesa, D. I. (2014) 'The Pacific in Indigenous Time', in Armitage, D. and Bashford, A. (eds) Pacific histories: ocean, land, people. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

4. **Indigenous Worlds.**

26 July.

Learning histories: we will examine some of the key changes in Pacific societies after they were discovered, including the development of large polities, agricultural innovation, and religious and spiritual change.

Reading: Kirch, P. V. (2000) 'The Polynesian Chiefdoms', in On the road of the winds: an archaeological history of the Pacific Islands before European contact. Berkeley, Calif: University of California Press, pp. 289–300.

B. REMAKING THE INDIGENOUS PACIFIC

5. **Encompassing the World.**

1 August.

This class will introduce students to the context in which European/North

American and Pacific knowledges and worlds came into new relationships with each other, as European voyagers began thinking about and entering the Pacific.

Reading: Campbell, I. C. (2011a) 'The Age of European Discovery', in *Worlds apart: a history of the Pacific Islands*. 2nd ed. Christchurch, N.Z.: Canterbury University Press.

6. **Palangi.**
2 August.

This class will examine the motivations, nature and extent of the first two centuries of European exploration in the Pacific, beginning with Magellan, and ending with Captain James Cook. Once in Polynesia these Europeans became 'Palangi', and a distinctive kind of history begins.

Reading: Meleisea, M., Schoeffel, P., Denoon, D., Meleisea, M., Firth, S., Linnekin, J. and Nero, K. (1997) 'Discovering Outsiders', in *The Cambridge History of the Pacific Islanders*. Cambridge: Cambridge University Press, pp. 119–151.

7. **Encounters.**
8 August.

Focusing on the interactions between Pacific peoples and early European explorers, this class will help us understand the kinds of complexity that occurs in intercultural encounters of these extraordinary kinds. It will use primary texts from explorers, some objects from the time, and film to think through the place of meaning, violence and sexuality.

Viewing: Connolly, B. and Anderson, R. (2014) 'First contact.' [San Francisco, California, USA]: Kanopy Streaming. Available at: <https://search.alexanderstreet.com.e>

[zproxy.auckland.ac.nz/view/work/795990](https://search.alexanderstreet.com.e) .

8. **Ma'i.**
9 August.

The most important impact that Palangi had on the Pacific was one that they did not control or intend--bringing their diseases (ma'i), which soon wrought havoc throughout most of the Pacific. This class examines these diseases, how they were shared, and the devastating impacts they had.

Reading: McArthur, Norma (1967) 'Island populations of the Pacific.' Available at: <https://openresearch-repository.anu.edu.au/handle/1885/115018> .

CLOSE READING DUE: MONDAY 13 AUGUST 12 NOON. SUBMITTED VIA CANVAS.

9. **Trade and the First Globalization of the Pacific.**
15 August.

The arrival of Palangi to the Pacific was part of Pacific globalization. Through these early connections the Pacific was integrated into new global markets and industries--from the China Trade to whaling. These engaged Pacific people in new ways, as they came to work and feed these new industries, sometimes from the beaches, other times from European vessels or even Europe or North America.

Reading: Campbell, I. C. (2011b) 'Polynesia: Trade and Social Change', in *Worlds apart: a history of the Pacific Islands*. 2nd ed. Christchurch, N.Z.: Canterbury University Press.

10. **Lotu.**

16 August.

'I will lotu, so that I may live among the stars.' The word lotu is widely used in the Pacific, meaning to pray or be Christian. One of the true revolutions in the Pacific was the arrival of Christianity. This process, which unfolded unevenly across the Pacific from 1616 until the 1960s, altered Pacific lives in fundamental ways. Focusing on the arrival of Protestant and Catholic missionaries in the late 1700s and early 1800s, we will seek to understand the reach of Christianity.

Reading: Munro, D. and Thornley, A. (1996) 'Pacific Islander Missionaries', in *The covenant makers: Islander missionaries in the Pacific*. Suva, Fiji: Pacific Islands Theological College.

11. **Tusi.**

22 August.

Allied to, but separate from, Christian conversion was the revolutionary development of Pacific literacies. Previously non-literate, many Pacific societies rapidly became not just literate, but highly literate, which was to have revolutionary impact on Pacific lives, cultures and identities.

Reading: G. S. Parsonson (1967) 'The Literate Revolution in Polynesia', *The Journal of Pacific History*. Taylor & Francis, Ltd. *The Journal of Pacific History Inc*, 2, pp. 39–57.

12. **IN CLASS TEST.**

23 August.

Fifty minute test. Students will choose one question out of three provided and compose an essay in response to it. The topics of the question, but not the questions themselves, will be provided beforehand.

MID-SEMESTER BREAK

27 August – 8 September

13. **Tau.**

12 September

All societies have conflict, but the causes, kinds and means of conflict rapidly changed when Palagi arrived. Bringing new things from goods to Christianity meant new motives, and frequently the unsettling of previous leadership; bringing firearms and new vessels meant new ways of fighting. These radical changes will be explored.

Reading: Howe, K. R. (1974) 'Firearms and Indigenous Warfare: A Case Study', *The Journal of Pacific History*. Taylor & Francis, Ltd. *The Journal of Pacific History Inc*, 9, pp. 21–38.

C. A GLOBAL AND COLONIAL PACIFIC

14. Empires.

13 September.

Europeans, Asians and Americans came to the Pacific not just for a fleeting engagement, but often because they wished to control or claim part of the Pacific, and some of its peoples. Empires began claiming the Pacific, and attempting to assert their control of the Pacific, its peoples, its land and resources, around the mid-1800s, and within sixty years had claimed most of it. We will try to understand why, and how. Reading: Hempenstall, P., 1994. 'Imperial manoeuvres'. *Tides of History: The Pacific Islands in the Twentieth Century*, University of Hawaii Press, pp.29-40.

ONE PAGE PROPOSAL FOR RESEARCH ESSAY DUE: 12 NOON, 17 SEPTEMBER.

15. Colonialism.

19 September.

Claiming parts of the Pacific, and excluding other empires, was different from the raw and often violent work of enacting government or rule in these Pacific locations. In this class we'll examine the purposes and extent of colonialism in the Pacific, giving students different analytical tools to explore different kinds of colonialism.

Reading: Firth, S., Denoon, D., Meleisea, M., Firth, S., Linnekin, J. and Nero, K. (1997) 'Colonial Administration and the Invention of the Native', in *The Cambridge History of the Pacific Islanders*. Cambridge: Cambridge University Press, pp. 253–288.

16. Contesting Rule.

20 September.

Pacific people were rarely happy to be ruled by strangers, and to have no say in their future and control over their lives. In almost all colonial settings Pacific peoples found ways to contest or resist colonial rule, and to protect, recover or extend some control or say over their own lives. Focusing on anti-colonial and national movements, we will explore Pacific resistance.

Reading: 1. Hempenstall, P. J., Rutherford, N. and University of the South Pacific. Institute of Pacific Studies (1984) 'Chapter of Protest and dissent in the colonial Pacific', in *Protest and dissent in the colonial Pacific*. [Suva, Fiji]: Institute of Pacific Studies, University of the South Pacific, pp. 7–15;

Reading 2. Meleisea, M. (1987) 'Samoan Nationalism', in *The making of modern Samoa: traditional authority and colonial administration in the history of Western Samoa*. [Suva, Fiji]: Institute of Pacific Studies, University of the South Pacific, pp. 126–154.

17. Bikfala Faet.

26 September.

This class gives an overview of the two huge Pacific and imperial wars--World War One and Two--from the angle of the Pacific, and centered on the interests and experiences of Pacific peoples.

Reading 1: Laracy, H. (no date) 'World War Two', in *Tides of history : the Pacific Islands in the twentieth century*, pp.149-169.

Reading 2: John D. Waiko, (1988) 'Damp Soil, My Bed; Rotten Log My Pillow: A Villager's Experience of the Japanese Invasion', in *O'o: A Journal*

of Solomon Islands Studies 4: 1988, pp.45-59.

18. Neverending War.

27 September.

It was expected that the end of the Second World War would bring the end of armies, military bases and militarization. But the Pacific Islands saw, after the end of war, the continuation of all these things and the beginning of other violent and military activity, most dramatically the use of the Pacific as a testing ground for nuclear weapons and the nuclear industry, but also the extension of bases, the development of space travel, geopolitical strategizing, and as a logistics base for all kinds of globalized warfare.

Reading: S. Firth, (1997) 'A Nuclear Pacific', in The Cambridge History of the Pacific Islanders. Cambridge: Cambridge University Press, pp. 324-358.

D. NEW PACIFIC WORLDS

19. Independence.

3 October.

On the face of it, WWII brought a new world era, which enabled most Pacific peoples to recover their sovereignty and again take control of their governments, resources, lands, oceans and themselves. But understanding why and how this happened allows us to examine the extent to which this came with many catches and limitations.

Reading: Firth, S., (2000). Decolonization. Remembrance of Pacific Pasts, University of Hawaii Press, pp.324-332.

20. The Pacific Way.

4 October.

This class will examine the different Pacific regionalisms, and the growth of Pacific regional institutions, such as the Pacific Forum and the South Pacific Commission, as well as other key divisions (between the North and South Pacific, Francophone and Anglophone Pacific and so on).

Reading: R.A. Herr, 'Regionalism and Nationalism', Tides of History: The Pacific Islands in the Twentieth Century, University of Hawaii Press, pp.283-299.

21. Pacific Diaspora: Aukilani.

10 October.

From the 1950s hundreds of thousands of Pacific people moved, both within countries and empires, and beyond. In these three classes we examine the larger causes and themes, and also the specific textures of these massive popular movements. We start with the distinctive Pacific city of Auckland, in which we live and work, and where one of the largest of these diasporas was focused, driven by decolonization, the rise of New Zealand industry, and the desire of Pacific peoples for opportunity.

Reading: Salesa, D. I. (2009) 'New Zealand's Pacific', in The new Oxford history of New Zealand. South Melbourne, Vic: Oxford University Press Australia and New Zealand, pp.149-172.

22. Pacific Centres/Diasporas: Suva & Moresby.

11 October.

We then move to the two largest cities in the independent Pacific, Suva in Fiji, and Port Moresby in Papua New Guinea. These two large and vibrant cities offer a deep insight into the challenges of holding nations together across their diversity, and of

the challenges of growing urbanization and cosmopolitanism in the Pacific.

Reading: Lee, H. M. (2009) 'Pacific Migration and Transnationalism: Historical Perspectives', in Migration and transnationalism : Pacific perspectives. Canberra ACT: ANU E Press. Available at: <http://press-files.anu.edu.au/downloads/press/p32931/pdf/ch0132.pdf> :

RESEARCH ESSAY DUE: 15 OCTOBER, 12 NOON.

23. Pacific Diaspora: Amerika.

17 October.

We finish by looking at the complex histories of Pacific peoples in the US: like New Zealand the US was a Pacific empire, and so many Pacific peoples were (and some still are) under US colonial rule. But the US has an unique history with the Pacific that is

centered on its colonial, military and political supremacy, while also being an economic powerhouse, and a religious centre.

Reading as above: Lee, H. M. (2009) 'Pacific Migration and Transnationalism: Historical Perspectives'.

24. Conclusion.

18 October.

We finish with points of reflection about the course, about the challenges of trying to do both indigenous and non-indigenous histories, and of the deeper challenges of doing history more broadly. And, of course, we will go over what will be in the exam!



Tutorial Plan

Tutorials in History 104 are an opportunity to more closely engage with the materials presented in class and to develop the theoretical, critical, and methodological issues raised in class.

Tutorials are **compulsory**. Students who do not attend may find their work is not graded.

Quizzes: five very short (5 minute) quizzes will be given in tutorials. These will ensure students are up to date with reading and viewing; they will be short answer and multi-choice. The only preparation needed, apart from for the map quiz, will be having read the assigned readings.

16 July Week 1	NO TUTORIALS	Class does not meet till second week.
23 July Week 2	Introduction. Expectations of tutorial.	Lectures 1-2 The 'prehistory' of the Pacific. Close reading of a selected text.
30 July Week 3	Indigenous Histories	Quiz I—Map quiz. Lectures 3-4 Close reading of text in tutorial.
6 August Week 4	Close Reading Guidance	Lectures 5-6 Close reading of text in tutorial.
13 August Week 5	Preparation for Midterm	
20 August Week 6	How to Understand Strangers	Lectures 7-8
10 September Week 7	Working on Your Research Essay Plan	Quiz II. Lectures 9-10
17 September Week 8	The Globalizing Pacific	Quiz III
24 September Week 9	Colonialism in the Pacific	Lectures 14-16 Close reading of text in tutorial.
1 October Week 10	The Pacific War	Quiz IV. Lectures 17-18
8 October Week 11	Decolonization and Diaspora	Quiz V. Lectures 19-20
15 October Week 12	Conclusion	Exam Preparation

Course Assessment

The course assessment comprises:

- Final Exam 50%
- Internal Assessment 50%
- Close reading of primary text 10%
- In Lecture Essay Test (10%)
- Research Project (20%)
 - Research Proposal (5%)
- Quizzes (5%)

FINAL EXAM (50%)

The final exam, whose date will be confirmed in the course of the semester, is worth half of your course grade. Because the instructor and course has substantially changed, apart from 2017 previous years' exams are not a good guide to the scope of the exam. Please only look at 2017: the exam will take the same format.

Very firm and close guidance will be given to what you will be examined on in class.

The exam is two hours long, and will consist of six questions from two sections. Students will choose one question from each section and

compose an essay in response to each chosen question.

CLOSE READING OF A PRIMARY TEXT (10%)

Students will have to write a 500 word online close reading of a primary text. A range of texts will be made available in class--both written and object based, both indigenous and non-indigenous. Methods and techniques for close reading texts and objects will be discussed and modelled in both lecture and tutorial.

IN LECTURE MID-TERM ESSAY TEST (10%)

Fifty minute test. Students will choose one question out of three provided and compose an essay in response to it. The topics of the question, but not the questions themselves, will be provided beforehand. Students will compose a 1000-1200 word on a theme of historical change. The essay will take the form of an essay answer on one of three topics. (You will be able to choose a question: there will be only one question per topic). The topics are:

1. Indigenous Innovation.

In what ways did indigenous societies respond to the challenges posed by the Pacific environment, and then the early European and American voyages.

2. Agency.

To what extent were the changes experienced by Pacific Islanders from 1800-1900 under Pacific Islanders' control? In what ways did this agency express themselves?

3. Colonialism.

To what extent, and in what ways, were Pacific Islanders colonized? What were the motivations and techniques of colonialism, and how did Pacific people participate in, resist or transform colonialism?

RESEARCH PROJECT (20% + 5% for Essay proposal)

Your major piece of work (1500-1800 words) will be a research project, based on a piece of original research. Students are encouraged to work on the period 1960-2000, and assistance will be delivered in lecture and tutorial in framing and developing these projects. Your project will be original, and based on research in primary sources: these will be made available

via Canvas and a class website.

Theme or topic based:

- Religion in Tonga
- Cook Islands Progressive Association
- Samoan Civil Wars
- The German colonial period in New Guinea
- The Mau Movement
- Disease mortality in Hawaii
- Asian workers in Fiji (or Guam, or Hawaii, or Samoa)

Event-based:

- The death of Captain Cook
- The American takeover of Guam
- The Tongan Constitution
- The conversion of Rarotongans (or others)
- Samoan independence
- The Tutuila Revival
- The highland wars in Fiji
- World War One in New Guinea
- The battle of Guadalcanal
- The invasion of Hawaii
- The 1889 hurricane in Apia
- Cook Islands Independence
- Slave Raids on Tokelau

Biographical:

- Queen Salote
- Pa Ariki
- Kamehameha
- Henry Nahnpei
- Emma Coe
- Joeli Bulu

- Lauaki Namulau'ulu Mamoe
- Fiame Mulinu'u
- Ratu Mara
- Grace Molisa
- Albert Wendt

Each essay will require the approval of a tutor or an instructor. A one page essay proposal is due two weeks before the essay and will include:

- an essay question;
- a thesis or argument statement;
- a description of extent (what you will cover and not cover in your essay);
- a bibliography (of at least five sources, one of which will be a 'primary' source).

(with full credit to students).

Some of this work may be solicited (of course, with student consent) for paper publications that emerge periodically from this, and other courses.

QUIZZES (5%)

Periodically, and with prior notice (see tutorial plan, quizzes will be given in class and lecture to ensure that students are keeping up with reading, and retaining core knowledge about historical narratives and developments. There will be five of these, and they will take five minutes each. Collectively they will be worth 5% of final grade.

PUBLICATION OF STUDENT WORK

The best of student work in the class will, with student consent, be published on a Pacific history website

HOW TO READ A PRIMARY SOURCE CLOSELY.

This guide, from Carleton College, is very useful.

<https://apps.carleton.edu/curricular/history/resources/study/primary/>

When you analyze a primary source, you are undertaking the most important job of the historian. There is no better way to understand events in the past than by examining the sources--whether journals, newspaper articles, letters, court case records, novels, artworks, music or autobiographies--that people from that period left behind.

Each historian, including you, will approach a source with a different set of experiences and skills, and will therefore interpret the document differently. *Remember that there is no one right interpretation. However, if you do not do a careful and thorough job, you might arrive at a wrong interpretation.*

In order to analyze a primary source you need information about two things: the document itself, and the era from which it comes. You can base your information about the time period on the readings you do in class and on lectures. On your own you need to think about the document itself. The following questions may be helpful to you as you begin to analyze the sources:

1. Look at the **physical nature** of your

source. This is particularly important and powerful if you are dealing with an original source (i.e., an actual old letter, rather than a transcribed and published version of the same letter). What can you learn from the form of the source? (Was it written on fancy paper in elegant handwriting, or on scrap-paper, scribbled in pencil?) What does this tell you?

2. Think about the **purpose** of the source. What was the author's message or argument? What was he/she trying to get across? Is the message explicit, or are there implicit messages as well?

3. How does the author try to get the **message** across? What methods does he/she use?

4. What do you know about the **author**? Race, sex, class, occupation, religion, age, region, political beliefs? Does any of this matter? How?

5. Who constituted the intended **audience**? Was this source meant for one person's eyes, or for the public? How does that affect the source?

6. What can a careful reading of the text (even if it is an object) **tell you**? How does the language work? What are the important metaphors or symbols? What can the author's choice of words tell you? What about the **silences**--what does the author choose NOT to talk about?

Now you can evaluate the source as historical evidence.

1. Is it **prescriptive**--telling you what people thought should happen--or descriptive--telling you what people thought did happen?
2. Does it describe **ideology** and/or behavior?
3. Does it tell you about the beliefs/actions of the **elite**, or of "ordinary" people? From whose perspective?
4. What historical **questions** can you answer using this source? What are the benefits of using this kind of source?
5. What questions can this source **NOT** help you answer? What are the limitations of this type of source?

6. If we have read **other historians'** interpretations of this source or sources like this one, how does your analysis fit with theirs? In your opinion, does this source support or challenge their argument?

Remember, you cannot address each and every one of these questions in your presentation or in your paper, and I wouldn't want you to. You need to be **selective**.

--Molly Ladd-Taylor, Annette Igra, Rachel Seidman, and others

Historical Sources

Before you move on to just doing a search, please consult our key history and Pacific Studies websites. These are managed by our subject specialist librarian, **Judy McFall**. Specialist questions about library resources should be directed to her, copying in your tutor. These two websites are replicated here:

Pacific Studies at the University of Auckland

Library <https://www.library.auckland.ac.nz/guides/arts/pacific-studies>

Pacific History at the University of Auckland

Library <https://www.library.auckland.ac.nz/guides/arts/pacific-history>

General histories

Campbell, Ian C., [Worlds apart: A history of the Pacific Islands](#), Christchurch, University of Canterbury Press, 2010.

Denoon, Donald et al. (eds), [The Cambridge history of the Pacific Islanders](#), Cambridge, Cambridge University Press, 1997.

Fischer, Stephen, [A history of the Pacific Islands](#), Basingstoke, Palgrave Macmillan, 2002.

Journals

4. [The contemporary Pacific](#)
5. [Country profile. Pacific Islands: Fiji, Solomon Islands, Western Samoa, Vanuatu, Tonga](#)
6. [The Hawaiian journal of history](#)
7. [Journal de la Société des Océanistes](#)
8. [Journal of Pacific history](#)
9. [Journal of Pacific studies](#)
10. [Journal of the Polynesian Society](#)
11. [New Zealand journal of history](#)
[Pacific Islands monthly: PIM](#) The most important current awareness periodical for the Pacific area until it ceased in 2000.
[Pacific Islands report](#)
[Pacific magazine](#) Absorbed *Islands business*. Later split into *Pacific magazine (North ed.)* and *Pacific magazine (South ed.)*.
[Pacific studies](#)

Reference resources

1. [The Pacific Islands: An encyclopedia](#)
2. [Historical dictionary of Polynesia](#)
3. [Historical dictionary of Papua New Guinea](#)
4. [Historical dictionary of Guam and Micronesia](#)

Bibliographies and indexes

1. [The journal of Pacific history](#) From 1998 includes the "Pacific history bibliography". Invaluable annual review which lists Pacific-related theses from around the world, as well as books, chapters and

- journal articles. 1988-1997 [The journal of Pacific history bibliography](#) 1981-1987 [Pacific history bibliography and comment](#) 1979-1980 [Pacific history bibliography](#)
2. [Index to New Zealand periodicals](#) 1941-1986 An annual publication which indexed most New Zealand journals, newspapers, and magazines.
 3. [INNZ: Index New Zealand](#) 1987- Continues *Index to New Zealand Periodicals*.
 4. [Hawaii-Pacific journal index](#) An index with abstracts from 50 Pacific journals and magazines.
 1. [Bibliography of periodical articles relating to the South Pacific](#) 1974-1978 and [South Pacific periodicals index](#) 1979-1988
 2. [The P.M.B. book of Pacific indexes](#) Pacific Manuscripts Bureau.

Pacific Studies Sources

1. [Australia/New Zealand Reference Centre](#): Academic journals, magazines, newspapers, newswires, reference books and company information from the Pacific Islands, Australia and New Zealand.
2. [Index New Zealand : INNZ](#) Journals, newspapers and magazines about New Zealand and the Pacific Islands.
3. [Journal of the Polynesian Society](#) A quarterly scholarly journal of past and present New Zealand Māori and Pacific Island peoples and cultures.
4. [PINI](#) Pacific Islands publications, including newspapers and reports.
5. [Trove \(National Library of Australia\)](#) A search engine for Australian content including books,

- journals, theses, newspaper archives, art, photographs, postcards, letters, diaries and archived websites.
6. [Ethnographic Video Online](#) A searchable video collection, designed as a resource for the study of human culture and behaviour.
 7. [Indigenous Collection \(Informit\)](#) A multi-disciplinary full-text collection of primarily Australasian publications relevant to indigenous studies.
 8. [\(Australian Public Affairs Full Text\)](#) Australian social sciences and humanities journals.

Archives and manuscripts

1. [Western Pacific Archives](#) The Western Pacific Archives (WPA) contains the records of the British colonial administration in the Western Pacific from 1877-1978.
2. [The Chapman Archive](#) New Zealand's largest and most comprehensive collection of broadcast news and current affairs.
3. [Pacific Manuscripts Bureau](#) Copies of non-governmental archives and manuscripts are available in the [Microtexts Room](#).
1. [Other research collections](#)

Newspapers

Cook Islands

1. [Cook Islands news](#)

Fiji

[Fiji times](#)

Papua New Guinea

[Papua-New Guinea post-courier](#) and
[selective index](#)

Samoa

[Samoa observer](#)
[Samoana](#)
[Savali](#)
[Papers Past](#) 1877-1920

Solomon Islands

[Solomon star](#)

Tonga

[Taumu'a lelei](#)
[Kalonikali Tonga = Tonga chronicle](#)
[Taimi o Tonga](#)

Government documents

Official government documents include publications of the executive, legislative and judicial arms of government. Search the [Catalogue](#) for the name of the country, department or ministry as the author or subject.

Gazettes

A gazette is the official newspaper of a Government and reports a wide variety of detail about its day to day business including proclamations, Orders in Council, a summary of parliamentary proceedings, government notices, some official appointments, notices regarding public lands and, periodically, lists of members of some professional groups such as teachers and medical practitioners.

[Fiji government gazettes](#)

[Tonga government gazette](#)
[Western Pacific High Commission gazette](#)

Statutes and regulations

[PacLII](#) Pacific Islands Legal Information Institute index and databases. Legislations, Statutes and Court cases and decisions are searchable by country and subject.

[Top of page](#)

National bibliographies

[Fiji national bibliography](#) 1979-1985
[Hawaiian national bibliography](#) 1780-1900

[New Guinea bibliography](#) 1967-1980, continued by [Papua New Guinea national bibliography](#)

[Samoa: A national bibliography](#)
[Tokelau national bibliography = Fakamaumauga o na tuhituhiga o Tokelau](#)

[Top of page](#)

Statistics

[OFFSTATS](#) A database of official sources of statistics from all parts of the world.

[PRISM](#) Pacific Regional Information System maintained by the South Pacific Secretariat, Noumea, New Caledonia provides country statistics from the Pacific Islands.

Yearbooks

Yearbooks provide basic statistical data.

[Pacific Islands yearbook](#) 1932-1994
[Statistical yearbook for Asia and the Pacific](#)
[Statistical indicators for Asia and the Pacific](#)

Statistics relating to the Pacific are located in the [Statistics](#) Collection on Level M, General Library.

Statistics are arranged by subject/keyword rather than standard call numbers. S1 Non-governmental, followed by the organisation abbreviation (EU, FAO, ILO, IMF, OECD, UN, WB). S2 National statistics, followed by the country abbreviation, followed by a code based on a subject keyword.