

SYLLABUS

CLIMATE INDIGENEITY, ART & ACTIVISM

Instructor Name: Lana Lopesi

Language of Instruction: English

UO Credits:4

Contact Hours*: 40

Total Hours of Student Engagement (THSE) in all course activities*: 120

Level: 400/500

APIA, SĀMOA

COURSE DESCRIPTION

Despite producing just 0.02% of global emissions, the Pacific is disproportionately impacted by climate change. In this course, you will learn about Indigenous and Sāmoan perspectives on climate change and artistic and activist responses. In addition, you will learn about the Sāmoan way (fa'a Sāmoa) and gain understanding on how indigeneity figures in the global context. This course is completed alongside ES 488/588 Climate Science and Policy in Sāmoa. Through coursework with UO and National University of Sāmoa guest lecturers, home stays, and excursions your learning will integrate Indigenous culture, artist and activism with climate science and policy.

COURSE OBJECTIVES

Students who successfully complete this course will:

- Understand the culture and context of Sāmoa through first-hand experience.
- Understand climate threats to Sāmoan communities.
- Understand global, regional, local and Indigenous responses to Sāmoan climate change including adaptation, policy, activism and creative responses.
- Gain experience in indigenous and social science research methodologies.
- Evaluate reflexively climate narratives, responses and discourses from an Indigenous studies perspective.

INSTRUCTIONAL METHODOLOGY

Our 4 contact hours per day Monday through Friday will include

- Lectures by UO and National University of Sāmoa (NUS) faculty and, as available, community leaders, policy-makers, indigenous stakeholders, and political activists.
- Discussions among students in the class and lecturers, guest speakers, and community partners.
- Experiential education and excursions will include learning from policy-makers, community activists, and others to develop partner-led projects to reduce climate vulnerability and increase community resilience in the face of climate threats.
- Engagement with scholarly material will include books, articles, films and interviews.
- You are also required to keep a physical journal for your daily journal entries (read more below).

METHOD OF EVALUATION (GRADING)

Journaling (20%)

You will be required to have a physical journal which you bring with you to Sāmoa. Each day you will be responsible for finding time to journal. Your entries should be reflexive and consider things like: your experiences with Indigenous Sāmoa and how this are similar/different to your own lived experiences, your observations around climate change in this new context, and how your environment is challenging or expanding your preconceived ideas and preexisting knowledge.

Reading responses (20%)

You will write two reading responses each worth 10% of the two core readings for this course, *Indigenous Pacific Approaches to Climate Change* and *The Ocean on Fire: Pacific Stories from Nuclear Survivors and Climate Activists* due at the end of weeks 2 and 3. Each response will be 1000 words long.

Independent Study Project (60%)

Your Independent Study Project (ISP) will be a self-designed research project related to the course content. You will submit a single final project that will be graded and count for both courses. The ISP can be designed as an individual or, with prior faculty approval, a group project. Students are expected to work closely with faculty throughout the course to conceptualize and develop an independent research projects that investigates a well-formulated research question that links to the “Art & Activism” track, the “Science & Policy” track, or that bridges between the two tracks.

An “Art & Activism” ISP should engage with Indigenous artistic and activist responses to climate change. It can address creative responses and/or incorporate a creative component itself (e.g., developing a mini-documentary or a podcast series to address your research question). A “Science & Policy” track ISP should engage with efforts to address climate-related challenges and policies developed by international, national, local, or non-governmental organizations.

Some other thoughts/ideas related to an ISP are:

- Look at examples of previous Sāmoa ISP’s [here](#).
- We MAY be able to:
 - Connect ISPs to the work of Pacific Climate Warriors, SPREP or the Sāmoan Ministry of Natural Resources and the Environment
 - Build on existing observed
 - Artistic and activist responses to climate change
 - Histories of climate impacts
 - Histories of adaptation to climate change
 - Histories of loss and damage

Your ISP will be graded as follows:

- Week 2: Written initial project plan including formulated research question (10%): 750-1,000 words.
- Week 3: Written revised project plan, potentially replacing initial one. Initial review of literature as access allows (10%): 1,000-2,000 words.
- Week 4: Finalized project plan, initial research findings/creative project, developing review of literature (15%): 2,000-3,000 words.
- Week 5: Written final paper that includes description of research or creative project, review of the field, and all deliverables (25%): paper of 3,000-4,000 words PLUS all agreed-upon deliverables.

COURSE OUTLINE

Students arrive Faleolo International Airport, on or before Sunday June 22. Check in to Tivoli Aparthotel.

Week 1: Context, Climate Change & Culture (Sāmoa, 23–27 June)

Monday June 23

Accommodation: Tivoli Aparthotel

- SIT Orientation to Sāmoa Day 1 at National University of Sāmoa, Dr. Fetaomi Tapu-Qiliho National University of Sāmoa, National University of Sāmoa,
- Expectations, Health & Wellness, Risk Management, Ethics and Values, Cultural Expectations & Intercultural Experiences
- Survival Sāmoan Language Class
- UO Course introduction & overview, Profs Lopesi & Mitchell
- **Lopesi: Introducing Talanoa Methodology**
 - Arcia Tecun, 'Inoke Hafoka, Lavinia 'Ulu'ave2 and Moana 'Ulu'ave-Hafoka. 2018. "Talanoa: Tongan epistemology and Indigenous research method," *AlterNative: An International Journal of Indigenous Peoples* 14, 2. 156–163.

Tuesday June 24

Accommodation: Tivoli Aparthotel

- SIT Orientation to Sāmoa Day 2 at National University of Sāmoa, Dr. Fetaomi Tapu-Qiliho
- Guest Lecture: Sāmoan History, Context, Culture & Pacific Worldviews
- Guest Lecture: Climate Change in Sāmoa (vulnerabilities, impacts & adaptation)
- Guest Lecture: Obstacles & Opportunities for National and Community-Level Adaptation
- Guest Lecture: Pacific Activism and Art in Response to Climate Threats
- **Lopesi: Samoan Perspectives and Localizing Climate Change**
 - His Highness Tui Atua Tupua Tamasese Ta'isi Efi. 2018. "Prelude: Climate Change and the Perspective of the Fish," in T. Crook and P. Rudiak-Gould (ed), *Pacific Climate Cultures: Living Climate Change in Oceania*. Warsaw: De Gruyter Open Poland, ix-xiii.
 - Newell, J. 2018. "Weathering Climate Change in Samoa: Cultural Resources for Resilience," in T. Crook and P. Rudiak-Gould (ed), *Pacific Climate Cultures: Living Climate Change in Oceania*. Warsaw, Poland: De Gruyter, 88-105

Wednesday June 25

Accommodation: Tivoli Aparthotel

- Site visit: South Pacific Regional Environment Program (SPREP) or Scientific Research Organization of Sāmoa
- Site Visit Debrief Homestay Orientation
- Survival Sāmoan Language Class
- Church Visit Briefing: Culture and Religion in Sāmoa; Indigenous Knowledge– Dr. Fetaomi Tapu-Qiliho

Thursday June 26

Accommodation: Lefaga, Faimafili Village Resort Fales

- Excursion day to Faleseela Village, Faleseela Environment and Protection Society
- Guest Lecture: Indigeneity, Conservation & the Environment

- ‘Ava Welcome Ceremony and Group
- Hike & Tree Planting Activity

Friday June 27

Accommodation: Homestay

- Excursion day to Savaia Village, Savaia Marine Reserve
 - Hike and Giant Clams, Mangrove Exploration
 - Meet & Move in with Homestay families
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Week 2: Pacific Resistance & Global Superstructures (Sāmoa, 30 June–4 July)

Monday June 30

Accommodation: Homestay

- Weekend Debrief & Group Homestay
- Site Visit: Sāmoa Culture and Arts Centre and/or Malua School of Art, Ms. Leua Leonard
- **Lopesi: Centering Oceania**
 - Jenny Bryant-Tokalau, *Indigenous Pacific Approaches to Climate Change*: Intro, Ch 1, pp. 1–32.
 - Epli Hau'ofa. 1994. Our Sea of Islands. *The Contemporary Pacific*, 6(1).
 - Epli Hau'ofa. 1998. The Ocean in Us, *The Contemporary Pacific*, 10(2).

Tuesday July 1

Accommodation: Homestay

- Site Visit & Discussion: Ms. Sunshine Organic Farm in Tuana'i: 'Gender, Indigeneity & Agribusiness' - Ms. Floris Niu

Wednesday July 2

Accommodation: Homestay

- Survival Sāmoan Language Class
- **Lopesi: Seminar**
 - Jenny Bryant-Tokalau, *Indigenous Pacific Approaches to Climate Change*: Ch 2, pp. 33–57.
 - Anaïs Maurer, *The Ocean on Fire: Pacific Stories from Nuclear Survivors and Climate Activists*. Duke University Press: Introduction. "We Are Not Drowning–We Are Fighting," pp. 1–30.

Thursday July 3

Accommodation: Taufua Fales, Lalomanu

- Village Tour of Tsunami-affected areas
- **Lopesi: Seminar**
 - Jenny Bryant-Tokalau, *Indigenous Pacific Approaches to Climate Change*: Ch 3, pp. 59–73.
 - Anaïs Maurer, *The Ocean on Fire: Pacific Stories from Nuclear Survivors and Climate Activists*. Duke University Press: Isletism: The Latest Stage of Orientalism, pp. 31–52.

Friday July 4

Accommodation: Homestay

- **Lopesi: Seminar**
 - Jenny Bryant-Tokalau, *Indigenous Pacific Approaches to Climate Change*: Ch 4 and Conclusion, pp. 75–93.

Due:

- Reading Response one (*Indigenous Pacific Approaches to Climate Change*) (10%): 1000 words. Due by 11.59pm 6 July.
 - Written initial project plan including formulated research question (10%): 750-1,000 words.
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Week 3: Activist & Artistic Responses (Sāmoa, 7–11 July)

Monday July 7

Accommodation: Homestay

- **Lopesi: Seminar**
 - Anaïs Maurer, *The Ocean on Fire: Pacific Stories from Nuclear Survivors and Climate Activists*. Duke University Press: Oceanitude: A Philosophy for the Anthropocene, pp. 53–76.
 - Poetry and Climate Activism with Kathy Jetnil-Kijiner, *Oceania Currents* (listen on [Spotify](#)).

Tuesday July 8

Accommodation: Homestay

Survival Sāmoan Language Class

- **Lopesi: Seminar**
 - Anaïs Maurer, *The Ocean on Fire: Pacific Stories from Nuclear Survivors and Climate Activists*. Duke University Press: Atomic Animals: The Hidden Face of the Sixth Mass Extinction, pp. 77–104.
 - Farbotko, C. and T. Kitara. 2021. "The Political Ecology and Visual Culture of the Pacific Climate Warriors," in T. J. Demos, E. E. Scott and S. Banerjee (ed), *Routledge Companion to Contemporary Art, Visual Culture, and Climate Change*. New York: Routledge, 399–408

Wednesday July 9

Accommodation: Homestay

- **Lopesi: Seminar**
 - Anaïs Maurer, *The Ocean on Fire: Pacific Stories from Nuclear Survivors and Climate Activists*. Duke University Press: The H-Bomb and Humor: The Arts of Laughing at Death and Diseases and Radiation Refugees: Rethinking the Age of Mass Migration, pp. 105

Thursday July 10

Accommodation: Homestay

Le Manumea Cultural Show: Island Night Buffet Dinner & Show

- **Lopesi: Seminar**

- Anaïs Maurer, *The Ocean on Fire: Pacific Stories from Nuclear Survivors and Climate Activists*. Duke University Press: Conclusion: With our hearts broken and our eyes peeled for beauty, pp. 165–170.

Friday July 11

Accommodation: Homestay

- Site Visit: Sāmoa Conservation Society Botanical Garden (Aloma Black)
- Coastal walk, O le Pupu Pu'e National Park To Sua
- To Sua Ocean Trench

Due:

- Written revised project plan, potentially replacing initial one. Initial review of literature as access allows (10%): 1,000-2,000 words.
 - Reading Response one (Indigenous Pacific Approaches to Climate Change) (10%): 1000 words. Due by 11.59pm 13 July.
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Week 4 - Independent Study Project week (Sāmoa, 7 July–4 July)

Monday July 14

Accommodation: Homestay

- Introduction to Mini ISP (Independent Study Project) Week
- Guest Lecture: Indigenous Research Methodologies
- Guest Lecture: Field Methods and Ethics

Tuesday July 15

Accommodation: Homestay

- ISP in class project work

Wednesday July 16

Accommodation: Homestay

- ISP in class project work

Thursday July 17

Accommodation: Homestay

- Student presentations
- Final program wrap-up and debrief

Friday July 18

- Goodbyes to host families and depart from Apia

Due:

- Finalized project plan, initial research findings/creative project, developing review of literature (15%): 2,000-3,000 words.

Week 5 - Project final week (remote 28 July–1 Aug)

- Day 1: Work plan for project completion; plans to overcome obstacles
- Day 2: Writing up final reports, part 1
- Day 3: Writing up final reports, part 2
- Day 4: Finalizing deliverables
- Day 5: Finalizing project reports for submission to community partners

Due:

- Written final paper that includes description of research or creative project, review of the field, and all deliverables (25%): paper of 3,000-4,000 words PLUS all agreed-upon deliverables. Submit by August 1 11.59pm.

COURSE READINGS

There are also two required books *Indigenous Pacific Approaches to Climate Change* and *The Ocean on Fire: Pacific Stories from Nuclear Survivors and Climate Activists*. You do NOT need to buy these books as they are accessible through UO library online. However, given the unreliability of internet access in Sāmoa you should consider purchasing them or downloading them before departure.

These core readings will be supplemented by additional texts, films, interviews made available to you through Canvas. They are listed as follows:

His Highness Tui Atua Tupua Tamasese Ta'isi Efi. 2018. "Prelude: Climate Change and the Perspective of the Fish," in T. Crook and P. Rudiak-Gould (ed), *Pacific Climate Cultures: Living Climate Change in Oceania*. Warsaw: De Gruyter Open Poland, ix-xiii

Newell, J. 2018. "Weathering Climate Change in Samoa: Cultural Resources for Resilience," in T. Crook and P. Rudiak-Gould (ed), *Pacific Climate Cultures: Living Climate Change in Oceania*. Warsaw, Poland: De Gruyter, 88-105

Farbotko, C. and T. Kitara. 2021. "The Political Ecology and Visual Culture of the Pacific Climate Warriors," in T. J. Demos, E. E. Scott and S. Banerjee (ed), *Routledge Companion to Contemporary Art, Visual Culture, and Climate Change*. New York: Routledge, 399-408

Poetry and Climate Activism with Kathy Jetnil-Kijiner, Oceania Currents (listen on [Spotify](#)).

The Forgotten Pacific, documentary. (Watch [online](#)).

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.

Generative AI Course Policy

Students may not use GenAI tools in this course to produce course materials or assignments in whole or in part. All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including GenAI. Work you've completed for previous courses or are developing for other

courses this term also should not be submitted for this course. In accordance with UO policy, if I believe you've handed in work created all or in part by GenAI, I will submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility. If you have any questions or doubts, please ask!

Accessible Education

The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. [If you have or think you have a disability](#) and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit 360 Oregon Hall or aec.uoregon.edu for more information. You can contact AEC at 541-346-1155 or via email at uoaec@uoregon.edu.

Reporting Obligations

I am a designated reporter. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex- or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123 to request information and resources. Students are not required to participate in an investigation to receive support, including requesting academic supportive measures. Additional resources are available at investigations.uoregon.edu/how-get-support.

I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

Pregnancy Modifications

Pregnant and parenting students are eligible for academic and work modifications related to pregnancy, childbirth, loss of pregnancy, termination of pregnancy, lactation, and related medical conditions. To request pregnancy-related modifications, students should complete the [Request for Pregnancy Modifications form](#) on the OICRC website. OICRC coordinates academic and other modifications for pregnant and parenting students to ensure students can continue to access their education and university programs and activities.