

AN 350: CULTURES OF OCEANIA

Inst.: Richard Bordner

Off. Hrs.: Beh. Sciences Bldg #114, MWF 11:30-2, TR 11:30-12:30 or by app't.

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TEXTS: Hegel, Francis 2001. The New Shape of Old Island Cultures. Honolulu: Univ. of Hawai'i Press.

Rensel, Jan & Margaret Rodman 1997. Home in the Islands. Honolulu: Univ. of Hawai'i Press.

Lockwood, Virginia (ed). 2004. Globalization and Culture Change in the Pacific Islands. NY: Prentice-Hall.

Course Description: This course is designed to provide an introduction to the traditional and contemporary cultures of the island Pacific. The major emphasis will be on the Oceanic regions of Melanesia, Micronesia and Polynesia, with a very limited amount of time on the related area of Australia.

The Pacific since European 'discovery' has been a contradiction of images to the West and a backwater of important events - a place with beautiful people, palm trees, sparkling sand and water, a veritable Eden, yet also a place of dark disease-infested jungle and cannibals. These stereotypic images tend to clash both with traditional and modern reality, which is that: 1) the Pacific Ocean is the major undeveloped resource base left on the planet, and 2) Oceania contains the majority of the world's remaining colonial possessions. The region has made major moves towards both independence and a developing sense of regional and ethnic identity, yet is plagued by problems of transportation costs, small size, political unrest, economic dependency, ethnic violence and major health care issues.

Understanding of this area should be a prerequisite for living in Hawai'i or any other area having contact with Oceania.

The Marianist Values of Chaminade University, which we strive to incorporate into these classes:

- 1) Educate in formation of faith
- 2) Provide an integral quality education
- 3) Educate in family spirit
- 4) Educate for service, justice and peace
- 5) Educate for adaptation and change

Behavioral Science Division Student Learning Outcomes

1. Ability to apply the scientific method to the study of human behavior in various environmental contexts
2. An understanding of human behavior relative to various environmental contexts
3. An understanding of human behavior relative to adapting to various changing environmental contexts

This course meets the following program goals for the Behavioral Sciences Program: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes: 1) To develop a basic level of understanding and awareness of the island Pacific and the peoples that inhabit it;

2) To develop a basic awareness of the issue of cultural/ethnic identity and its dialog with global change.

Class Grading: 1) Exams= There will be 2 exams in this class, both essay. They will cover both the readings and the lectures. They will be worth 50% of your course grade.

2) Research Paper/Service Learning Project: You will be required to do either 1) an in-depth examination of a particular aspect of one of the ethnic groups in Oceania. This can be either library research or fieldwork, BUT YOU MUST clear it with me first or take the consequences. The paper must be a minimum of 12 pages (text, double-spaced), with 3 major references other than class materials (3 internet sources= 1 source); or 2) work on an approved (by the instructor) Service Learning Project. At present these include: tutoring at one of the elementary/intermediate schools we assist that has a Pacific Island population through our Service Learning Center. With the Service Learning option you must complete a daily journal of your experiences and a final report on the experience, how it contributed to increasing your understanding of the course material and value of the service to you. The Research Paper/Service Learning will count for 30% of your course grade.

3) Reaction Papers: You will be expected to write a number of reaction papers during the semester on questions posed in class, usually related to videos we have seen. These papers should be from 1-2 pages in length. They will count for 10% of the course grade.

4) Class attendance and participation= All learning is a cooperative venture (unlike memorizing). If you don't contribute, you don't learn as much. In a class of this type without a traditional text, the lectures provide the majority of general synthesized information. Thus attendance is mandatory if you want to pass the class. This is worth 10% of your course grade.

5) Mobile Rules: Due to a recent problem with cell phones, the following rules are in place: 1) cell phones are off unless you have an emergency—let me know at the beginning of class; 2) text messaging is totally unacceptable in class—if you are caught, you are out of class for that day and listed as not attending.

Grading: Exams(3).....50%	A=90-100	D=60-69
Research Paper.....30%	B=80-89	F= -60
Part/ Attend.....10%	C=70-79	
Reaction Papers....10%		

Catalog: Introduction to native cultures of Polynesia, Melanesia, Micronesia and Australia. Emphasis on migration, differences in social organization, land tenure, and effects of contact with Western society. Offered annually.

AN 350: Objectives

General Course Objectives:

- 1) To develop an understanding and awareness of the island Pacific and the peoples that inhabit it;
- 2) To utilize anthropological techniques to analyze present situations and predict future problems in the area along with possible solutions.

Specific Course Objectives: During the semester you will develop a general understanding of the following concepts and their application in Oceania:

Implications of Island environments

Settlement in the Pacific / Melanesian Prehistory

Melanesians and early European contacts and colonization / Religion, politics and colonialism in Melanesia /

Crisis, national and ethnic identity in the Western Pacific / Ritual, symbolism and ancestors in Melanesia /

Polynesian Prehistory / European impacts in Polynesia / Colonialism in Polynesia

Religion, ritual and politics in Polynesia / Central Polynesia in contrast to `Aotearoa & Hawai`i /

Fringe Polynesia—Hawai`i and `Aotearoa / Rapa Nui and environmental morality tales /

Outmigration and remittances in Polynesia and Micronesia

Micronesian prehistory / Colonialism and Micronesia / European impacts in Micronesia (past and present) /

Central and Eastern Micronesia—smaller islands, atolls / Colonialism and independence in Micronesia /

Patterns of change and affiliation in the Pacific

- Jan. 17-20: MODULE I: Introduction: Views of Oceania (European contact till today) / Geography of Oceania (Islands/ocean systems)
Ass: Read Rensel ch1, 3-4
- Jan. 23-27: MODULE II: Initial Oceanic Settlement (Pre-Lapita) / Lapita culture complex and 'material culture migration' / Mangaasi settlement
- Jan. 30-Feb. 3: MODULE III: Pre-Contact (European) Melanesian societies / New Guinea (coastal, highlands); Nouvelle Calédonie
Ass: Read Lockwood Ch. 1, 3-4, 18-20
- Feb. 6-10: MODULE IV: 'Historic' Melanesian societies / Solomons, Loyauté Group (Missionary War) Revitalization / Cargo Cult movements and World War II/ Spriggs and 'tradition'
Ass: Read Lockwood Ch. 2, 6, 9, 12-13, 21, 25-26
- Feb. 13-17: MODULE V: Contemporary Melanesia (modern political structure or lack) / Solomons / New Guinea (Bougainville)/ Fiji / Vanuatu conflicts
Ass: Read Rensel ch. 2, 5, 7-9
- Feb. 21-March 2: MODULE VI: Pre-Contact (European) Polynesian societies / Proto-Polynesian and secondary migrations / Environmental Stress—Rapa Nui
Hand out Mid-Term EXAM
Ass: Read Lockwood ch. 22
- March 5-9: MODULE VII: 'Historic' Polynesia / Mutiny on the Bounty and the New Eden / Colonialism in Polynesia vs. Melanesia 'Beautiful Children' vs. 'Black Headhunters' / Case examples: Hawai'i, Aotearoa (New Zealand)
Ass: Lockwood ch. 8, 10, 17, 23
- March 12-23: MODULE VIII: Contemporary Polynesian societies / Ethnic identity and political issues / Migrations: 1) Internal (Samoa → Hawaii/NZ); 2) External (mainland US)
- March 26-30: Spring Break
- April 2-5: MODULE IX: Pre-Contact Micronesian societies (Chamorro)
Ass: Hezel Intro-Ch. 10 (all), Rensel ch. 6
- April 9-13: MODULE X: 'Historic' Micronesian societies / Chamorro vs. Spanish, Japanese/German colonialism / Impacts of World War II, American colonialism
Ass: Read Lockwood ch. 11, 14, 18, 24
- April 16-May 4: MODULE XI: Contemporary Micronesian societies / Neocolonialism and the Compact of Free Association / Outmigration: 1) outer islands to Guam; 2) external to Hawai'i/mainland US / Summary / **Hand out EXAM II**
- May 4: Research Paper Due (by 3pm) -NO EXCEPTIONS: LATE= 1 grade off per day**
- May 10: EXAM II class time 11:00, exam due 3pm**

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

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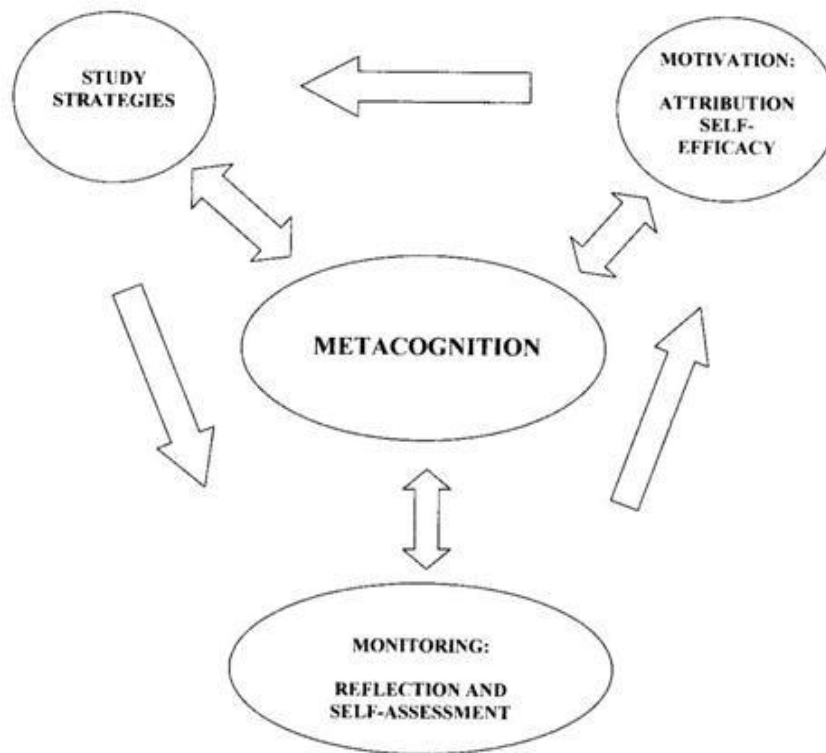
METACOGNITION: Study Strategies, Monitoring, and Motivation

By William Peirce © 2003

A greatly expanded text version of a workshop
presented November 17, 2004, at Prince George's Community College

Outline

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I. Introduction

In general, **metacognition** is thinking about thinking. More specifically, Taylor (1999) defines metacognition as “an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the agility to make correct inferences about how to apply one’s strategic knowledge to a particular situation, and to do so efficiently and reliably.”

The more students are aware of their thinking processes as they learn, the more they can control such matters as goals, dispositions, and attention. Self-awareness promotes self-regulation. If students are aware of how committed (or uncommitted) they are to reaching goals, of how strong (or weak) is their disposition to persist, and of how focused (or wandering) is their attention to a thinking or writing task, they can regulate their commitment, disposition, and attention (Marzano et al., 1988). For example, if students were aware of a lack of commitment to writing a long research assignment, noticed that they were procrastinating, and were aware that they were distracted by more appealing ways to spend their time, they could then take action to get started on the assignment. But until they are aware of their procrastination and take control by making a plan for doing the assignment, they will blissfully continue to neglect the assignment.

II. Metacognition and Three Types of Knowledge

To increase their metacognitive abilities, students need to possess and be aware of three kinds of content knowledge: declarative, procedural, and conditional. **Declarative knowledge** is the factual information that one knows; it can be declared—spoken or written. An example is knowing the formula for calculating momentum in a physics class (momentum = mass times velocity). **Procedural knowledge** is knowledge of how to do something, of how to perform the steps in a process; for example, knowing the mass of an object and its rate of speed and how to do the calculation. **Conditional knowledge** is knowledge about when to use a procedure, skill, or strategy and when not to use it; why a procedure works and under what conditions; and why one procedure is better than another. For

example, students need to recognize that an exam word problem requires the calculation of momentum as part of its solution.

This notion of three kinds of knowledge applies to learning strategies as well as course content. When they study, students need the declarative knowledge that (1) all reading assignments are not alike; for example, that a history textbook chapter with factual information differs from a primary historical document, which is different from an article interpreting or analyzing that document. They need to know that stories and novels differ from arguments. Furthermore they need to know that there are different kinds of note taking strategies useful for annotating these different types of texts. And (2) students need to know how to actually write different kinds of notes (procedural knowledge), and (3) they need to know when to apply these kinds of notes when they study (conditional knowledge). Knowledge of study strategies is among the kinds of metacognitive knowledge, and it too requires awareness of all three kinds of knowledge.

III. Metacognition and Study Strategies

Research shows that explicitly teaching study strategies in content courses improves learning. (Commander & Valeri-Gold, 2001; Ramp & Guffey, 1999; Chiang, 1998; El-Hindi, 1997; McKeachie, 1988). Research also shows that few instructors explicitly teach study strategies; they seem to assume that students have already learned them in high school—but they haven't. (McKeachie, 1988). Rote memorization is the usual learning strategy—and often the only strategy—employed by high school students when they go to college (Nist, 1993).

Study strategies are diverse and don't work in every context. For example, reading for information acquisition won't work in a literature course and won't work if students are supposed to critically evaluate an article. But students who have learned only the strategy of reading to pass a quiz on the information will not go beyond this strategy. Study strategies don't necessarily transfer into other domains. Students need to know they have choices about which strategies to employ in different contexts. And students who learn study skills in one course need to apply study strategies in other contexts than where they first learned it.

Students need to monitor their application of study strategies. Metacognitive awareness of their learning processes is as important as their monitoring of their learning of the course content. Metacognition includes goal setting, monitoring, self-assessing, and regulating during thinking and writing processes; that is, when they're studying and doing homework. An essential component of metacognition is employing study strategies to reach a goal, self-assessing one's effectiveness in reaching that goal, and then self-regulating in response to the self-assessment.

IV. Monitoring Problems with Learning

When students monitor their learning, they can become aware of potential problems. Nickerson, Perkins, and Smith (1985) in *The Teaching of Thinking* have categorized several types of problems with learning.

A. Problems with Process; Making errors in encoding, operations, and goals:

1.Errors in Encoding

Missing important data or not separating relevant from irrelevant data. For example, some literature students will base their interpretation of a poem on just the first stanza.

2.Errors in Operations

Failing to select the right subskills to apply. For example, when proofreading, some students will just read to see if it sounds right, rather than making separate passes that check for fragments, subject-verb disagreement, and other errors they have learned from experience they are likely to make.

Failing to divide a task into subparts. For example, some math students will jump right to what they think is the final calculation to get the desired answer.

3. Errors in Goal Seeking

Misrepresenting the task. For example, students in a speech communication class instead of doing the assigned task of analyzing and classifying group communication strategies used in their group discussions will just write a narrative of who said what.

Not understanding the criteria to apply. For example, when asked to evaluate the support provided for the major claim of an article, students will explain why they liked the article rather than apply appropriate evaluative criteria.

B. Problems with Cognitive Load

Too many subskills necessary to do a task. For example, some students might have not yet learned how to carry out all the steps in a complex nursing procedure.

Not enough automatic, internalized subskills. For example, students in an argument and persuasion class might have to check their notes on how to analyze persuasive strategies because they have not internalized the procedure.

C. Problems with Abilities

Lacking the level of needed mental abilities. For example, students are asked to think abstractly about general concepts and issues, but they can only think concretely about specific situations.

A good way to discover what kind of errors students are making in their thinking processes is to get them to unpack their thinking, to tell you step by step how they are going about the task. By listening to how they are doing the cognitive task, an instructor can detect where the student is going wrong. Asking students to describe their thinking processes also develops their metacognitive abilities—a very necessary skill to improve thinking.

V. Metacognition and Motivation

Metacognition affects motivation because it affects attribution and self-efficacy. When students get results on tests and grades on assignments (especially unexpected results such as failures), they perform a mental causal search to explain to themselves why the results happened. When they achieve good results, students tend to attribute the result to two internal factors: their own ability and effort. When they fail, they might attribute the cause to these same internal factors or they might, in a self-protective rationalization, distance themselves from a sense of personal failure by blaming external causes, such as an overly difficult task, an instructor's perverse testing habits, or bad luck. This tendency to attribute success to ability and effort promotes future success because it develops confidence in one's ability to solve future unfamiliar and challenging tasks. The converse is also true. Attributing failure to a lack of ability reduces self-confidence and reduces the student's summoning of intellectual and emotional abilities to the next challenging tasks; attribution theory also explains why such students will be unwilling to seek help from tutors and other support services: they believe it would not be worth their effort. In addition to blaming failure on external causes, underachievers often "self-handicap" themselves by deliberately putting little effort into an academic task; they thereby protect themselves from attributing their failure to a painful lack of ability by attributing their failure to lack of effort (Stage et al, 1998) (Click [here](#) for a review and summary of *Creating Learning Centered Classrooms* by Stage et al.)

VI. Metacognition and At-Risk Students

The last two decades have seen a great deal of research directed towards improving the academic success of at-risk students. As McKeachie (1988) explains, the problems are

- Students "enter the higher levels of education with . . . strategies that handicap them in achieving success." (p. 5)
- "[N]either home backgrounds nor schools have helped young adults become aware of alternative ways of approaching learning situations, and of options other than increasing or decreasing one's effort as one approaches different learning situations" (p. 5)
- Teachers give plenty of feedback about the correctness of learning outcomes but not about how to achieve these outcomes.

The use of learning strategies is linked to motivation. When students fail, they tend to assign the cause to something stable and unchangeable—low innate ability—rather than to something they have the ability to change—employing different, more effective, learning strategies.

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C. Strategies for Students to Use for Textbook Reading

1. Answer instructor-provided questions
2. Ask and answer student-generated questions
3. Produce an outline or concept map
4. Write summaries of each section in the chapter
5. Use the SQ4R method: Survey the text, formulate questions, read, record notes, recite, reflect
6. Write notes that elaborate on the textbook:
 - a. Cornell method: one column for key words and concepts, a second column for comments, summaries. Useful for comprehension and later recall.
 - b. Double-entry method: one column/page for copied passage, adjacent column/page for personal reflections on the passage. Developed by Berthoff (1987); useful for engaging with the text.
 - c. Simpson and Nist (1990): seven textbook annotation processes
 - Write brief summaries in the text margins
 - List ideas (causes, effects, characteristics, etc.)
 - Identify examples in the margin (write “EX”)
 - Write key information on graphs and charts
 - Predict potential test questions
 - Call attention to confusion with a ? in the margin
 - Underline key words
7. Connect the reading to a past lecture or to prior knowledge
8. Compare/contrast with another reading
9. Critique/evaluate the reading
10. Apply the chapter content to a scenario or case
11. Write self-assessments of your understanding of the reading. See D. below in next list of topics.

D. Sample Reflective Topics for Self-Monitoring and Self-Assessment

Reading for Comprehension

“What do you notice about your reading when you are understanding what you read? What is it that causes you difficulties when you read? In what areas of reading and remembering do you feel most at ease?” (Soldner, 1997)

“Did any parts of the passage confuse me? What did I do to clarify the confusion?” (Gourgey, 1997)

Associative and Affective Personal Response

“How does this poem make you feel? What in your own life might have influenced how you responded to the poem?” (Newton, 1991)