

## 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.

Phone: 739-4644(off.) E-mail= [rbordner@chaminade.edu](mailto:rbordner@chaminade.edu) or [bordnerr001@hawaii.rr.com](mailto:bordnerr001@hawaii.rr.com).

**TEXTS:** Hegel, Francis 2001. The New Shape of Old Island Cultures. Honolulu: Univ. of Hawai'i Press.  
 Besnier, Niko 2011. On the Edge of the Global: Modern Anxieties in a Pacific Island Nation.  
 Palo Alto: Stanford Univ.  
 Bainton, Nicholas 2010. The Lihir Destiny: Cultural Responses to Mining in Melanesia. Canberra:  
 ANU Press.

**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) Competency Measures= There will be 2 competency measures in this class, both essay and take home. They will cover both the readings and the lectures. You will have roughly a week to work on them. The competency measures count for 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 or an approved Service Learning project. The Research Paper option 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). The Service Learning option must be on an approved (by the instructor) Project. For this course that would only 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

Oceanic Prehistory / European Impacts and colonialism in Oceania / Crisis, national and ethnic identity in Oceania / Ritual, symbolism and ancestors in Oceania / Migration and remittances in Oceania / Patterns of change and affiliation in the Pacific

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator.

**Should you want to report to a confidential source you may contact the following:**

Dr. June Yasuhara, Counseling Center 808.735.4845

Jan. 12-16: MODULE I: Introduction: Views of Oceania (European contact till today) / Geography of Oceania (Islands/ocean systems)

**Ass: Read Bainton Ch. 1-8 (all)**

Jan. 19-23: MODULE II: Colonialism in Polynesia vs. Melanesia/Micronesia—‘Beautiful Children’ vs. ‘Black Headhunters’ or ‘Ocean Wanderers’ / Case examples: Hawai‘i, Aotearo‘a (New Zealand)

Jan. 26-30: MODULE III: Melanesia--Initial Oceanic Settlement (Pre-Lapita) / Lapita culture complex and ‘material culture migration’ / Mangaasi settlement

Feb. 2-6: MODULE IV: Pre-Contact (European) Melanesian societies / New Guinea (coastal, highlands); Nouvelle Caledonie

Feb. 9-13: MODULE V: “Historic” Melanesian societies / Solomons, Loyaute Group (Missionary War) Revitalization /Cargo Cult movements and World War II/ Spriggs and ‘tradition’

Feb. 16-20: MODULE VI: Contemporary Melanesia (modern political structure or lack) / Solomons / New Guinea (Bougainville)/ Fiji / Vanuatu conflicts

**Ass: Read Besnier 1-9 (all)**

Feb. 23-27: MODULE VII: Pre-Contact (European) Polynesians societies / Proto-Polynesian and secondary migrations / Environmental Stress—Rapa Nui

**Hand out Mid-Term Mid-semester Competency Measure**

March 2-6: MODULE VIII: “Historic” Polynesia / Mutiny on the Bounty and the New Eden /

March 9-20: MODULE IX: Contemporary Polynesian societies / Ethnic identity and political issues / Migrations: 1) Internal (Samoa → Hawaii/NZ); 2) External (mainland US)

March 23-27: Spring Break

**Ass: Hezel Intro-Ch. 10 (all)**

March 30-April 3: MODULE X: Pre-Contact Micronesian societies (Chamorro)

April 6-10: MODULE XI: “Historic” Micronesian societies / Chamorro vs. Spanish, Japanese/German colonialism / Impacts of World War II, American colonialism

April 13-May 1: MODULE XII: 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 Final Competency Measure**

**May 1: Research Paper Due (by 3pm) –HARD COPY ONLY, NO EXCEPTIONS: LATE= 1 grade off per day**

**May 6 [Wed.]: Final Competency Measure due 3pm (my office) Hard Copy Only**

## 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>