

## 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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**REQUIRED 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.

**RECOMMENDED TEXT:** 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.

### **Grading**

#### **Skill Competencies you must have to take the course:**

- You must join the course Google Group to receive course materials

#### **Course Grading:**

##### **GRADING:**

- **COMPETENCY MEASURES:** 2 competency measures, 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 mid-semester one counts for 10% of your course grade;
  - the final competency measure for 30% of your course grade.
- **CRITICAL ANALYSIS OR SERVICE LEARNING PROJECT:**
  - For **Two (2)** of the concepts (one for each half of semester) that we cover in class, you will be required to turn in a written explanation of the: 1) the definition and application of the concept in anthropology, 2) its relevance to your intended career and your personal life; and 3) how it will be manifest in social behavior here in the Pacific in 10 years.
    - The content must be based on and reflect the course materials. In the schedule you will find the acceptable concepts that you must choose from and their due dates.
    - There is a three page minimum length requirement with citations where appropriate. Late papers will not be accepted.
    - Multiple individuals with the same content will be counted as plagiarism and will result in you receiving an F.
    - The critical analyses count for 20% [10% each] of the course grade.
  - OR—the Service Learning Project
    - The SL Option for this class is tutoring at one of the elementary/intermediate schools we assist that has a diverse Pacific Island population
    - You register for this through our Service Learning Center
    - For the SL Option you must a Final Report and compile daily field notes of your experiences. The Final Report will include how it contributed to increasing your understanding of the course material and value of the service to you.
- **GUIDED PRESENTATION:**
  - You work solo or as a team of 2
  - In this course we have a number of concepts linked to each of the modules.
  - You will lead the class in a guided discussion about one concept covered in the course
  - Your presentation will be based on Powerpoint or some other media/public display (your choice) and take approximately 10 minutes. You will be given 5 more minutes to lead a discussion with your classmates input so provide thoughtful points for them to ponder.
  - It must include: 1) the definition and use of the concept in this course; 2) the relevance of the concept to you and your classmates [why they should learn and use it]; 3) 2-3 points to ponder to drive discussion at the end of the Presentation.
  - The material must be submitted in electronic format at least 1 week prior to your presentation
  - You will also have to choose one or two article(s) that the rest of the class will read. You must explain why you chose those articles. You must have the articles approved by me.

- You **MUST** get the articles to me so I can send out the pdfs/links to the rest of the class **ONE WEEK** prior to the day you lead the discussion or you will receive an **F** for your discussion.
- The Guided Presentation will be worth 20% of the course grade
- **LEARNING ASSESSMENT ASSIGNMENTS:**
  - I am changing a number of components of the course, specifically geared towards enhancing your ability to learn and self-regulate. I can guide you, but no one can make you learn—it's a cooperative venture.
  - There will be various tasks during the semester directed at learning, both readings and tasks. You will be graded on the completion of the assigned tasks.
  - Learning Assignments count for 5% of your course grade.
- **REACTION PAPERS:**
  - You will write a number of reaction papers
  - These will be on questions posed in class, usually related to videos
  - You will not be graded on grammar
  - They will be from 1-2 pages in length
  - Reaction Papers count for 5% of the course grade.
- **ATTENDANCE:**
  - Attendance is mandatory in all CUH courses
  - Attendance counts for 5% of your course grade
- **ELECTRONICS RULES:**
  - Computers-tablets used to take notes in class are encouraged
  - If you abuse this by trying to multi-task either with social media or working on material for other courses, you will lose the privilege for the rest of the semester
  - Smartphones are not acceptable as classroom devices, so they must be off;
  - Breaking these rules will result in you being thrown out of class for that day and listed as not attending.

Competency Measures (2).. 40%	A= 90-100	D= 60-69
Critical Analysis (2)..... 20%	B= 80-89	F= -60
Guided Presentation.....20%	C= 70-79	
Learning Assignments..... 10%		
Reaction Papers.....5%		
Attendance.....5%		

**THERE IS NO POSSIBILITY OF EXTRA-CREDIT WORK IN THIS CLASS**

*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

<b>MODULE</b>	<b>DATES</b>	<b>TOPICS COVERED</b>	<b>ASSIGNMENTS</b>
<b>I</b>	Jan. 17-20	Views of the Pacific / Theories of the Other	Completed assigned Powerpoint Modules
<b>II</b>	Jan. 23-27	Colonialism-Stereotyping	Read Melanesia articles in Google Folder
<b>III</b>	Jan. 30-Feb. 3	Settlement and Migration in the Pacific	
<b>IV</b>	Feb. 6-10	Pre-European Melanesia	Look through New Caledonia material in Google Folder
<b>V</b>	Feb. 13-17	Colonial Melanesia / Revitalization-Cargo Cults / Kastom vs. Sukulu	
<b>VI</b>	Feb. 20-24	Contemporary Melanesian societies / Conflict in Melanesia	Read Besnier (all)
<b>VII</b>	Feb. 27—March 3	Pre-European Polynesia	Read Polynesia articles in Google
<b>VIII</b>	March 6-17	Colonial Polynesia / New Eden-Paradise	<b>Mid-Term Comp Measure Out (hard copy + e-copy)</b>
<b>IX</b>	March 20-31	Contemporary Polynesian societies / Migrations	Read Hezel (all)
<b>X</b>	Ap. 3-7	Pre-European Micronesia	Read Micronesia articles in Google
<b>XI</b>	Ap. 10-21	Colonial Micronesia / WW II-Americans	
<b>XII</b>	Ap. 24-May 5	Contemporary Micronesian societies-CFA / Outmigration	<b>Final Comp Measure Out (hard copy + e-copy)--DUE 5/10, 3pm hard copy only</b>

## 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>