

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 or bordnerr001@gmail.com.

Website: <https://anthgeog.wordpress.com/>

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 Canvas Group to receive course materials

Course Grading:

GRADING:

- **COMPETENCY EXERCISES:** You will complete a competency exercise for each class module [see schedule].
 - Each exercise will consist of a minimum of 6 paragraphs in a specific format [attached]
 - Each exercise is due within a week of that module being covered in class
 - The exercises count for 50% of your course grade;
- **FINAL COMPETENCY EXAM OR SERVICE LEARNING PROJECT:**
 - The final competency exam is an assessment of your knowledge of the course material. It will be given out during the last week of the semester, and will be due the Wednesday of Finals Week.
 - It will cover both the readings and the lectures
 - The exam or service project will count for 20% of your course grade
 - As an alternative, you may complete the specified Service Learning Project for this course:
 - 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: an analysis of social interaction (from your field notes) that relates the Service Project to the course material, how the Service Project contributed to increasing your understanding of the course material and value of the service to you.
- **PRESENTATION/BLOG POST:**
 - You do this by yourself [solo]—NO GROUP WORK
 - Presentation/blog will be based a specific concept or topic from the course materials
 - You will develop the presentation for future classmates
 - Your presentation will be based on Powerpoint, blog post or website (your choice) and cover the topic in detail. The goal will be to further educate next term's students. Estimate 4-5 Powerpoint slides or 4-5 paragraph blog post as a normal presentation.
 - It must include: 1) clarification of any technical terms and explanation; 2) examples that clarify the question; 3) one or two final thoughts that show the importance of the issue.
 - A short abstract (hardcopy) must be submitted by the time of completion
 - The Presentation will be worth 10% 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 10% 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 Exercises.....	50%	A= 90-100	D= 60-69
Blog-Presentation.....	10%	B= 80-89	F= -60
Reaction Papers.....	10%	C= 70-79	
Final Competency Exam...	20%		
Attendance.....	5%		
Learning Assignments.....	5%		

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

COMPETENCY EXERCISE TEMPLATE 1/18

CE FORMAT:

4 Parts:

- 1) Concept or topic covered—specify and define [1 PARAGRAPH]
- 2) Put into a context—what is it's importance w/in course material [1 PARAGRAPH]
- 3) Go into detail on 1-2 specific aspects of the concept/topic NOT covered in the class materials—but your course READINGS CAN BE USED [so for example you could relate the class materials to the same concept/topic as it's presented in one of the assigned readings][3-4 PARAGRAPHS]
- 4) Discuss the utility and/or importance of the concept/topic outside of the class [1-2 PARAGRAPHS]

5) Citations at end of paper [APA format preferred]

RULES:

PARAGRAPH= defined as having 2 or more sentences; maximum should be less than one page.

CITATIONS= You must show where you got your material from. You MUST support your material with citations.

WAYS TO LOSE POINTS:

1 Use internet/generic definition rather than discipline [course] specific definition= 1 grade down

Logic= If you can't remember that the course is within a discipline, which has specific definitions attached to terms, then you're not engaging in the class. Also if you forget this rule, you need to be reminded to focus on task.

2 Merely repeating class [powerpoint/talks] materials= 1 grade down minimum

Logic= If you can't be organized time-wise to look for outside sources, then you're not completing the assignment—you're merely repeating my materials back to me.

3 Opinion-Only Writing= If your writing only shows your opinion on the concept/topic; no citations= 1 grade down minimum

Logic= No one really cares about opinions—they want proof to back up your assertions/analyses so that you are more convincing. If you really need to vent, that's what social media is for.

4 Working on exercises with others= minimum 1 grade down

Logic= Sharing material means either you're putting in ½ the effort, or, more likely, one member is doing all the work and the other are entertaining (hopefully) parasites.

5 Bogus citations/sources= 1 grade down minimum

Logic= If you only pull your sources from the immediate [Wikipedia-only for example] then just as with the generic definition, you're not engaging with the material and showing any effort to process the class materials.

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

MODULE	DATES	TOPICS COVERED	ASSIGNMENTS
I	Jan. 17-20	Views of the Pacific / Theories of the Other	Completed assigned Powerpoint Modules
II	Jan. 23-27	Colonialism-Stereotyping	Read Melanesia articles in Google Folder
III	Jan. 30-Feb. 3	Settlement and Migration in the Pacific	
IV	Feb. 6-10	Pre-European Melanesia	Look through New Caledonia material in Google Folder
V	Feb. 13-17	Colonial Melanesia / Revitalization-Cargo Cults / Kastom vs. Sukulu	
VI	Feb. 20-24	Contemporary Melanesian societies / Conflict in Melanesia	Read Besnier (all)
VII	Feb. 27—March 3	Pre-European Polynesia	Read Polynesia articles in Google
VIII	March 6-17	Colonial Polynesia / New Eden-Paradise	
IX	March 20-31	Contemporary Polynesian societies / Migrations	Read Hezel (all)
X	Ap. 3-7	Pre-European Micronesia	Read Micronesia articles in Google
XI	Ap. 10-21	Colonial Micronesia / WW II-Americans	
XII	Ap. 24-May 5	Contemporary Micronesian societies-CFA / Outmigration	Comp Exam-- DUE 5/9, 3pm hard copy only my office

We comply with all federal laws and guidelines including Title 9.
Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect

for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, 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, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

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>